SCHOOLS AND COLLEGES OF ONTARIO

1792-1910

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THE ESTABLISHMENT

OF

Schools and Colleges in Ontario, 1792-1910.

Ministry of Education, Ontario
Information Centre, 13th Floor,
Mowat Block, Queen's Park,
Toronto, Ont. M7A 1L2

BY

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OF OSGOODE HALL, BARRISTER-AT-LAW, EX-DEPUTY MINISTER OF EDUCATION, HISTORIOGRAPHER TO THE EDUCATION DEPARTMENT OF ONTARIO.

VOLUME II.

PARTS II. TO XI. INCLUSIVE.

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PREFATORY NOTE.

I have included in this Volume very satisfactory details of the several branches of the general subject of the "Schools and Colleges of Ontario," which fully illustrate the growth and progress of education in the Province from 1791 to 1910. These several branches or "Parts" of the general subject, as I have designated them, are as follows:—

Part I.—The Establishment of Public and High Schools and Collegiate Institutes in the Cities of Ontario. (In Volume I.)

Part II.—Establishment of Public and High Schools and Collegiate Institutes in the Towns and Villages of Ontario. (Part in Volume I.)

Part III.—Condition of the Schools in the New and Remote Settlements of the Province.

Part IV.—History of the Early Schools in the Ottawa Valley.

Part V.—The Establishment of Schools in the Various Municipal Districts of Ontario.

Part VI.—The Establishment of Schools in the Several Counties of the Province.

Part VII.—Establishment of Schools in Various Townships of Ontario.

Part VIII.—The Roman Catholic Schools in the Towns and Villages of Ontario.

Part IX.—Education and Schools among the Indians.

Part X.—Classical Colleges and Preparatory Schools for Boys.

Part XI.—Ladies' Colleges and Preparatory Schools for Girls.

These several Parts of the General Subject, taken together, incidentally present a striking historical picture of the various Educational Institutions and Schools of the Province, from the primitive log Schoolhouse of the original pioneer settlers to the stately buildings of the University.

I have endeavoured in each case to emphasize the characteristic features of the several Institutions and Schools of the Province, so as to present a vivid bird's-eye view of them as a whole, and as illustrating what our School System is when viewed in this complete and concentrated form. Thus its comprehensiveness and the character of its various features can be best seen and understood.

In going over the various details of Parts III. and IV., which refer to the early esablishment of Schools in the outlying portions of the Province, one cannot but be struck with the primitive nature of the efforts made by the first settlers to supply themselves with Schools for their children. Apart from the

few who sought to establish private Schools, there were others who volunteered to collect subscriptions so as to employ a Teacher, and by this means, with the additional inducement to the Teacher to "board around" among the settlers, they were able to start a School in the neighbourhood.

It was not until the year 1850 that the Legislature authorised the imposition of a Municipal rate for the support of Schools equal to the amount of the Government grant in each case.

Whatever sums, in addition, were required by School Trustees for the support of their School could be raised by local assessment on the School Section, if authorised by a vote of the Ratepayers at the annual meeting of their Section, —otherwise the sum required would have to be collected by subscription. Thus, at the annual meeting of every School Section in the Province the question had to be decided by the Ratepayers whether the School should be supported by Rate Bill on the Freeholders and Householders, or in rare cases, by subscriptions collected from the parents and guardians of the children and from such other persons as chose to subscribe. The question, therefore, which had to be decided at each annual School meeting in the several Counties, was whether the School should be a Free, or a Rate-Bill, School. The discussion on this question was not always of a cheerful or harmonious character. At length, after twenty-one years of such yearly contests at the annual School Section meetings, the question of Free, or Rate-Bill, Schools was finally decided in favour of Free Schools by the enactment of a law which declared that, in the future, all the Schools in the Province should be supported on the Free School principle. Success, progress and harmony were the pleasing result, as was anticipated.

Part IX., as contained in this Volume, includes an interesting account of the Mission and other Schools which were established among the Indians, who were then taught the arts of civilized life and were also induced to give up their wanderings and settle peacefully upon the Reserves, which were set apart for them by the Dominion Government.

The remaining Parts in this Volume—X. and XI.—are devoted to a detailed account of the Classical and Preparatory Colleges for Boys and the Colleges and Schools for Girls. The chief of these Institutions is that of Upper Canada College, founded in 1829 by Sir John Colborne, afterwards Lord Seaton.

Thus, it will be seen, that in these several Parts full information has been given not only of the Private Schools, which were few in the early days, but also of the various Institutions and Schools which had been established in the Province from the early days of 1791.

J. George Hodgins,
Historiographer.

Toronto, 12th August, 1910.

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The Establishment of Schools and Colleges in Ontario.

PART II.—(Continued.)

THE ESTABLISHMENT OF PUBLIC AND GRAMMAR SCHOOLS IN THE TOWNS, VILLAGES AND TOWNSHIPS OF ONTARIO, 1785-1910.

Establishment of Schools in Wallaceburg.

Wallaceburg Public School was built in 1887, at a Cost of $20,000, with a Mansard Roof and slated. It has a frontage of seventy feet; depth, sixty feet. It is a substantial and modern Brick Building, Two Storeys in height, with Basement, Class Rooms, large and airy, well lighted and ventilated. The Smead-Dowd System of Heating and Ventilation has been introduced into the Building. Natural Gas is used as Fuel. There are two large Halls passing from front to rear, and the Halls are fifteen feet wide. There are also side exits in front and rear of the Building, and it has unexcelled fire protection, such as: (1) Electric Fire Alarm System; (2) Separate Fire Escapes leading from each Class Room to the exterior; (3) Fire Drill practised.

Pupils are prepared for: (a) Entrance to the High Schools; (b) Entrance to the Normal Schools; (c) University Matriculation.

D. C. Macdonald, *Secretary-Treasurer.*

Wallaceburg, March 11th, 1910.

WALLACEBURG SCHOOL.

CHESLEY SCHOOL.

The Pioneer Schools of Chesley.

Chesley is a pioneer School. The children of the earlier Settlers studied and recited their lessons in an old Log School House, situated on Mr. Donald McGregor's Farm in the Township of Elderslie, and, at least, two Chesley Matrons have personal recollections of the early School life there. When the School House became too small, the Classes were held in the old Presbyterian Church, the frame of which was afterwards moved to Chesley.

But Chesley's first School House was built in 1876. The original old School House across the River, which still remains, is now used for other than educational purposes. It consisted of but two Rooms, and it was much later, when these Rooms became too small, and an additional School House on the north side of the River was built. This was here, until 1897, the original hall of learning, and around it cluster the School day associations of most of the present generation, and with it are connected many well-known names. Mr. Walter Bell, who taught in the pioneer School, laboured here also and ruled, not by the rod, but by moral suasion. Mr. Atton acted differently, and frequently applied the "tawse" to delinquent Pupils. Mr. Robb, the present Editor of *The Telescope*, when Teacher, urged the children gently, but surely, along the road of learning. After Mr. Cullen, Mr. Ritchie built up a reputation for the School that caused it to figure frequently at Examinations at the top of the list of Schools of Bruce County. It was Mr. Ritchie who was Principal when the School was removed to its present commodious quarters, where there are nine Class Rooms, a Teachers' Room, a Trustees' Room, and a large Assembly Hall. After teaching for two years in the new Building, Mr. Ritchie resigned his position to remove to Owen Sound, and Mr. MacMurchy, who had been for four months Teacher of the Private High School, was appointed Principal in his place, and the High School was merged in the Continuation Classes which have become such a noted feature in our school work. At first only two High School Teachers were employed. Now a third has been added, and Mr. R. D. MacMurchy, B.A., Mr. W. J. Glanfield, M.A., and Miss McManus, M.A., make a particularly strong combination. The record made by these Continuation Classes is a good one. In 1900, the first Junior Leaving Certificate was taken at the Examination; in 1901, the first part of a Senior Leavings Certificate was also granted; and this year, 1902, Master Bert Halliday secured a complete Senior Leavings Certificate, taking first-class Honours in Classics and Physics, and second-class Honours in Mathematics and French. During these three years a goodly number of Pupils have secured Junior Leavings Certificates, at least four Pupils taking Honours in this connection, and two Students have secured Part I. of the Senior Leavings Certificate; and, as the Town grows, so the School grows, and a much greater interest is taken by the citizens in the Students; and the community is rapidly becoming imbued with the sentiment expressed by the noted James Russell Lowell in a great University in the United States, that "The real value of a Country must be weighed in scales more delicate than the balance of trade. The garners of Sicily are empty now, but the Bees from all climes still fetch honey from the tiny garden plot of Theocritus. On a map of the world you may cover Judea with your thumb, Athens with a finger-tip, and neither of them figure in the prices current; but they still lord it in the thought and action of every civilized man. Did not Dante cover with his hood all that was of Italy six hundred years ago? And if we go back a century, where was Germany outside of Weimar? Material success is good, but only as the necessary preliminary of better things. The measure of a nation's true success is the amount it has contributed to the thought, the moral energy, the intellectual happiness, the spiritual hope and consolation of mankind."

For three and a half years Mr. MacMurchy has been Principal of our Public School, and Head Master in our High School, and the record which he has made during that time is full of honour and encouragement. The energy, pluck and perseverance which were Mr. MacMurchy's characteristics as a Boy, when he

walked four and a half miles each morning and night, that he might secure a High School education, are to-day undoubted factors in his success as a Teacher. While attending the High School he made a record which is seldom equalled, receiving his Third-Class Certificate after an attendance of only six months; so, at the age of seventeen, Mr. MacMurchy began his career as a Teacher and has followed his profession for eight years. Of this term four years have been spent as a High School Teacher, Mr. MacMurchy having, in the meantime, secured his Degree of B. A. from the Toronto University in 1899. Being a good disciplinarian, he commands the attention and respect of his Pupils; and that his teaching abilities are of a high order has been demonstrated in the results of every Examination. Having been always a lover of, and an adept in, all athletic exercises, he has introduced into the School a healthy love of outdoor sports, which is doing much for the development of manliness in our Boys and for the establishment of that spirit of fair play which is so essential to them, both in their present and in their future lives.

In 1904, Chesley was made a High School district. It is now a combined Public and High School district, with seven Teachers in the Public, and four in the High, School. Our High School has been placed in the Approved Class by the Inspectors.

CHESLEY, January, 1910. WILLIAM MCDONALD, *Secretary.*

THE ESTABLISHMENT OF SCHOOLS IN LINDSAY.

When the Public School was first opened here I am not able to state. I know that in 1861 the Common School and Grammar School were carried on in the same building, a wooden structure on the Site of the present School Grounds, each School having one Master. I will endeavour to collect earlier data, but I am at a loss where to get it.

The Central School building referred to in the accompanying sketch, since the erection of the present Collegiate Institute, has been used as a Public School only, and will be replaced this year by a new and modern Public School, containing ten or twelve rooms.

In the North Ward of the Town there are two buildings used as Ward Schools, containing five rooms. These will be replaced this year by a new modern building, containing either four or six rooms, according as the central building shall be ten or twelve, the two buildings to contain sixteen rooms.

There is a Public School in the South Ward, containing four rooms. This will be repaired this year and supplied with steam heating, modern ventilation and conveniences, and a room for the Teachers.

There is a Public School in the East Ward, containing four rooms.

LINDSAY, April 9th, 1910. THOMAS STUART, *Chairman.*

In 1854, a Grammar School was opened in Lindsay, which was then a thriving Village of about five hundred inhabitants. It was, naturally, a small School; but the Headmaster, Mr. Hudspeth, was a man of more than ordinary ability and character. In 1867, he was followed by Mr. Henry Reazin, at present Public School Inspector for West Victoria. During the latter's regime the School increased considerably, and some of the Pupils of that time distinguished themselves later in life. From 1870 to 1873 Mr. A. M. Lafferty, M.A., was appointed

Headmaster, and Mr. R. L. Dobson, B.A., succeeded him.—(Copied from "The Calendar of the Lindsay Collegiate Institute" for the year 1893-94.)

The Vienna Public School.

As early as 1826 Vienna had a Public School, or, as the term was in those days, a "Common School." The Country was just beginning to be cultivated. Those were the days when the ground was harrowed by a tree-branch and the grain was "ground" in the "hominy stump." Every Settler was busy clearing sufficient land to provide the yearly supply of food. Should the crop fail, or the work go undone, the consequences would be serious for the Settlers. So, it was that few people were then educated. There was no time to give it. As the Children grew out of actual babyhood, they all could help more or less on the Farm; and only the very tiny ones could be sent to School.

Yet, living on their Bush Farms and patiently struggling for their livelihood, there were many ambitious Fathers and Mothers that would willingly have educated their Children. They knew that the future days of this Infant Colony depended on their Children, as well as on others; and so, joining their personal interest with the general interest, whenever the pressure of work lessened a little, the Parents made an effort to send the larger Boys and Girls to School.

When a Pupil had learned what was taught in the Public School, he and his Parents were often anxious to send him to a higher School.

Historical Sketch of Vienna High School.

While there are in Ontario many larger High Schools; while many are able to point to their fine Buildings, their complete equipment; while many also can show with pride long Honour Rolls of names well known, and names of men noted for Authorship, or honoured for noble deeds, men of sterling character and of superior ability, no School may boast, comparatively speaking, of a better Building, a finer equipment, or a more noted Honour Roll, than Vienna High School.

Since the early pioneer days of Canada, the Vienna High School has been training men and women to acuteness of mind, to right thoughts, and to strength and beauty of character. It is not a large School; yet, it has done a good work for the people of this part of Ontario.

Thus it was that these needs brought the Grammar Schools into operation in the early days. Vienna Grammar School was the third established in Upper Canada. In 1842, the Reverend Doctor T. Bolton Read was Rector of the Churches of Vienna and Port Burwell. He saw the need for a Grammar School, recognized the conditions under which Pupils could attend it; realized the need for such attendance; and became one of the Originators of the new movement,—the establishment of a Grammar School at Vienna, which took place at length in 1846.

The work of the School was begun in a Room in a Private House. The first Master was Mr. Newcombe,—a Classical Scholar. The Pupils numbered twenty-five, or thirty, young men. Of young women, a number were in attendance, but they were not then counted as Pupils. The day of Higher Education for Women had not dawned; and it was by great kindness that they were permitted to come two, or three, times a week to recite to the Master the Lessons they had prepared, and to have new Lessons assigned to them.

In that old School Room was taught subjects preparatory to University Studies,—chiefly Latin, Greek, and French, together with the higher branches of English. Mathematics and Science had not their present-day values. And a man thoroughly trained in the Classics was considered well-educated.

A Picture of the early School Room would be considered unique. The young men, for they were nearly all grown to manhood, sat in their places at long desks that faced the Wall. The centre of the School Room was vacant and the Master, walking up and down in the open space, watched the work of his Pupils. Each Pupil as he was able, construed his set portion of Latin, or Greek, and turned to the preparation of a new Lesson.

The School was brought to its present high position not without some difficulties. It is due to the integrity of early School Boards and to the interest of the Townspeople, and those of the surrounding Country; that this Institution has been able to maintain its position in Academic Life, and to send out well-equipped Scholars. It is said that no life is without difficulties. The days are not always bright nor the sun forever shining. And yet we live and are happy, and love old Mother Earth. We delight in the freshness of Spring, and the purity of Winter. So with the life of the School. As the difficulties came they were hard to meet and to conquer, but life went on as before, and we of the present day in Vienna did and do our best for the welfare of our High School.

It would be of much interest had we a complete List of the early Masters and Students of our School. Mr. Newcombe came first as Master, and, when the Two-Master System was introduced, the Teachers were Mr. Bigg and Mr. Cook. Among other Teachers came Mr. Baker, now Professor Baker of Toronto University, Author of the present Text-Books on Geometry.

But, turning from the Masters to the Vienna High School itself. In 1849 an agitation was set on foot to build a much-needed School Room for the Grammar School Pupils. In 1850, the Building was completed and the Grammar School became one of the recognized Institutions of the County of Middlesex, and later, of Elgin. In the new Building, the principal Lessons continued to be those in the Classics. An accession in the number of Pupils marked the change in the Buildings; and a further and most noteworthy change in the School life made itself felt. In 1850, young women were admitted to full Studentship, and were allowed to do the same work as their Brothers.

As yet, one Teacher had full charge of the School, and since he had about fifty Pupils, he found his time very fully employed.

In the year 1860 a second Teacher was employed, and Mathematics and the Higher Branches, together with Astronomy, and Natural Philosophy, were added to the Curriculum. The School continued to be well attended and to be very successful in its work.

In 1862 the School Building was considered unsuited for its purpose, and the result was that the present School House was erected at a cost of $2,550.

Some years ago a Laboratory was built; and the School is now well equipped for Science Work.

Latterly, the changes have not been so marked, yet Vienna High School has continued to do good work. The following is an extract from the Visitors' Book of the School:

"The undersigned have visited all the Rooms in this School, and found them in good working order, to our entire satisfaction." Signed—H. Weinhold, John Burgess, Charles P. Chute, George Thornton.

As the years have passed the Curriculum has somewhat changed. Our School has the fullest possible Course, extending to the Commercial Work, introduced during the past year. The Course for Junior Matriculation and of Entrance into the Normal School are taken up in the School; also the General Course, including Book-Keeping, Shorthand and Typewriting.

The same proportion of stress is not now laid upon the Classics. We believe that each year brings a more evenly balanced Curriculum—a Curriculum calculated to fill the needs of the present day, to fit Pupils for Mercantile life, for Literary careers, for the Professions—above all, to fit them to occupy positions of Honour and of Trust. In accordance with the times, the means of achieving this end have changed; the end itself remains, endures, and is the end of Education, which is the development of the individual, physically, mentally, and morally, and, through the development of the individual, the development of those whose lives he touches.

The Secretary adds: Our Play and Flower Grounds contain six acres,—ample room for our Flower Beds and for Various kinds of School Games. All the Pupils of the Vienna High School who competed for Second-Class Certificates, valid throughout the Province, have passed, and two of them received Honours at the last Midsummer Examination.

A History of Vienna would be incomplete without this reference to her Schools. The Town is situated on the Big Otter Creek, three miles north of Port Burwell. . . . Its settlement dates back to 1818, when a Common School was in operation there, but it was not until 1831 that a Log School House was built. This was situated on the north side of the Plank Road, on the east Bank of the Creek. It was taught by a Mr. Brooks. The various Religious Denominations held Religious services in that School House, before any Churches were built As the Village increased in size and population, it became necessary to put up a larger School House, which was accordingly done, the Building being situated on the west side of Main Street. (Prepared by Mr. J. T. Gamble, Vienna.)

VIENNA, January 9th, 1910. JOHN BRUSHER, *Secretary.*

SCHOOL INCIDENTS, AS RECALLED BY A RESIDENT.

On Empire Day, May 23rd, 1909, the High and Public Schools united in a Concert, which was held in one of the High School Rooms, and it was a decided success. All those taking part did their best, and their efforts were much appreciated by the other Students and by the Visitors. Toward the close of the Programme the Reverend Mr. Johnson gave a little Pleasant and Patriotic talk to the Pupils. His remarks, which were suited to the Patriotic Spirit of the Day, were very acceptable to the Children, who gave him their closest attention. The Selections used for the Concert were also entirely Patriotic, and the Choruses of the School were all of the same Nature.

A MORNING WALK TO VIENNA HIGH SCHOOL FIFTY YEARS AGO.

I wish to tell you of "A Morning Walk to School Fifty Years Ago," as it was told me by my Grandmother. I write it just as she told it me:

At the particular time to which I refer I was living at what is now Port Burwell. My home was just on the Bank of the Lake. There was no School nearer to us than Vienna, so of course I had to go there and walk to it too.

To me it did not seem far, although the distance was three miles, and I travelled it regularly twice a day. To Vienna the Road was crooked and winding as it followed the River part of the way.

The particular walk of which I tell you was taken on Saturday morning, and I was not hurried. Perhaps it was something unusual in the day that made me notice so minutely everything along the way, for I had travelled the Road fifty times before and never noticed half as much. There were only a few Farm Houses, scarcely any fences and just a path to walk in. Whereas now one sees broad cultivated Fields, with fences surrounding them. All along the Roadside grew lovely Wild Flowers in great abundance. Almost every Morning we gathered a bouquet of those Beauties for our Teacher and they were always appreciated.

My Brother and I were walking quietly along, and were half-way there when a beautiful Deer appeared. It stood there for some seconds and then bounded away. It was a very pretty creature with its long graceful antlers; surrounded by the shaded green foliage and lighted by the morning Sun, it made a pretty Picture.

When it had disappeared, we passed on to School, which was in a low, Log Building, and we were just in time for the morning Exercises.

E. McK.

A VIENNA SCHOOL EVENT.

It was a Morning in November,
And the clouds were floating by
When to us came the tidings,
"The Inspector now is nigh."

The Students soon began to gather,
In that School of old renown,
In the van came the Inspector,
In the gay Vienna Town.

As from their drowsy slumber waking,
The bells began to chime,
Every Student's heart beat faster,
In that intervening time;

When the Prayers had been completed,
And each his seat had gained,
Forward came the new Inspector,
In his fame so late attained;

Took a book from off the table,
Placed it down upon his knee,
And freely questions then came flying,
And quickly answers just as free.

Not o'erlooking Latin either,
Which was hardest of them all,
And he seemed to pause upon it,
Till the bell began to call,

"Teachers, students, and Inspector,
Time has come for you to cease;
From your hard and toilsome labours
List, I grant a short release,"

But my tale must have an ending;
Long it were in verse to tell
Of the varied school room trials
That to us that day befell.

And the day seemed slightly brighter
At the second recess bell;
For at three the new Inspector
Closed his book and said farewell.

Monsieur l'Inspector thrice a welcome
Here is always given to thee
When the wind of fortune blows thee
Hitherward each year to see,

What the work we are subduing,
How we sound the Roman E
All in short what we are doing
In this old Academie. W. F.

The Early Schools of Alliston.

The Town of Alliston, situated on the Boyne River, at the adjacent Corners of the Townships of Essa, Tecumseh, Tossorontio, and Adjala, was first settled about the year 1847 by Mr. William Hekher, a Native of Alliston, Yorkshire, England, and others. Upon the South-East Corner of Lot Number One of the Township of Essa, at the Junction of the "Scotch Line" with the present Victoria Street, there was erected in 1860 the first School House for Alliston and vicinity. It was a Frame Building. ater anotherL Frame Building was erected upon the same Site to accommodate the increasing attendance at School. The present School Building was erected in 1887, or 1888, on Albert Street, Tecumseh side,—a six-Roomed School House. This one, with an additino, erected in 1904, or 1905, is still used for School purposes.

The first Teacher employed was Mr. Hugh McKnight. He was followed by Messieurs Louis Hill, — McNayne, and W. A. Strongman, (now the Reverend Doctor Strongman, of Brantford), Doctor Thomas Henderson, Mr. Neil Campbell, now School Inspector for South Grey, and Mr. C. F. Knight, now Banker in Alliston. At present eight Teachers are employed, three of whom conduct a large Continuation School Department, with an attendance in the latter of about 110. The present Principal is Mr. Hugh Davidson, M.A.

Alliston, February 10th, 1910. John W. S. McCollogh, *Secretary.*

The Schools of Merritton.

The Village of Merritton was incorporated in 1874, and held its first School Meeting on April the 16th, 1874. At that time there was what was known as the Brick School House in School Section Number Seven, nearby, of the Township of Grantham.

On the 14th of January, 1875, a Public School Board, after being elected, held their first Meeting in the School House. At that Meeting it was realized that the school accommodation was not sufficient, and a Committee was appointed to wait on a Mr. Phelps and procure a Building for school purposes for the

North End of the Village, which the Committee did, and procured a suitable Building at a nominal rental of One Dollar per Month. At the regular Meeting of the Board on April the 13th, 1875, a Resolution was passed to purchase three Lots from Mr. S. D. Woodniff for school purposes, and at a Meeting of the School Board on the 27th of April, Tenders were asked for the building of a Brick School House on these Lots, now known as Number Two Ward School. On May the 17th, 1875, the Tender of Messieurs Kerby and Drisdale was accepted for the building of this School House. On consideration, the Trustees felt that this one School House was not sufficient, so it was decided that a second School House was necessary to be erected in another part of the Town. In the meantime, on June the 3rd, 1875, therefore, the following Resolution was passed: "That it being expedient and necessary for this Board to procure further School accommodation than at present exists in this Municipality. Be it therefore Resolved, that the Lot and Church, with all its belongings, (except the Organ and Pulpit), the property of the Methodist Church, be purchased for the sum of One Thousand Dollars, ($1,000).

On June the 8th, 1875, the Village Council was asked to pass a By-Law for the issue of Debentures for Three Thousand Five Hundred Dollars, ($3,500), with which to procure further School accommodation. On July the 8th, 1875, the Church Building was secured and opened up as a Public School, making three Schools up to this date, with one Male Principal, receiving a salary of Five Hundred Dollars, and two Lady Teachers at salaries of Three Hundred Dollars each. On January the 3rd, 1876, the new School Building in the North-End of the Village was opened, and the School held in the Phelps Building closed.

On January 29th, 1878, a Committee was appointed to make arrangements with the Owner to obtain what was then known as the Bethel Church, on the west side of the Canal, and to open it as a fourth School, which was done.

On the close of the School Term, this Building was vacated and a second Room was opened in the first Brick Building, by placing a wooden partition in the centre of the School Room. Things remained in this condition until March, 1883, when the lower Room of the Orange Lodge property, at the north end of the Village, was rented and a Junior Teacher placed therein, and a Senior Male Teacher placed in Number Two Ward School, thus making the Staff to consist of two Senior Male Teachers and three Lady Teachers.

On June the 19th, 1893, Tenders were again asked for a Six-Roomed Central School, and the Tenders of Messieurs Newman Brothers of Seven Thousand One Hundred Dollars, ($7,100), was accepted, and the old Brick School was pulled down, for which the Contractor allowed $500. During the time of the erection of the New School, the Board secured the use of the Royal Templars' Hall.

In January, 1894, the New Central School was opened, with Four Rooms occupied by the Principal and three Lady Assistants, and graded as follows: Primary, Second, and Third Classes, or 1st, 2nd, 3rd, and 4th Forms, with two Rooms still to be occupied.

For the construction of this Building Debentures to the amount of Ten Thousand Dollars ($10,000), were issued, for which the Board received a bonus of One Hundred and Three Dollars. After completing the Central School, the Board had sufficient funds to erect a Third School House in the South End of the Village, in Number Three Ward. On the completion of the Central School all the Pupils from the Second Form up were required to attend the Central

School. Thus leaving the two Ward Schools for the smaller pupils in the Primary and Second Forms.

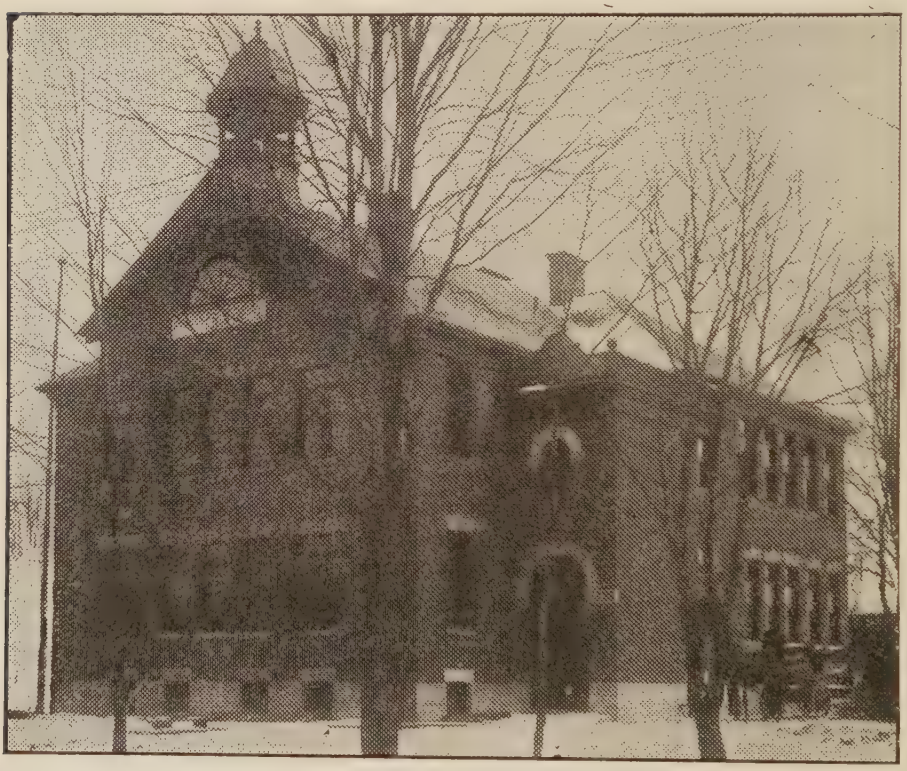
The School accommodation at present, and for some time to come, are as follows: The Central School, with Six Rooms, and two unoccupied ones, and two Ward Schools.

The number of Pupils, whose names are on the Rolls is 216, with an average attendance of 185.

MERRITTON, December 21st, 1909. R. CLARK, *Secretary.*

THE SCHOOLS OF PETROLEA.

Petrolea dates its History from the year 1842, but its real rise started with the finding of Petroleum. In those days the Town was situated east of Bear



CENTRAL SCHOOL, PETROLEA.

Creek, when the Children attended in a Frame School House. Soon the Town grew west of the Creek, and School Houses were built there. In 1879 the Frame School House was burnt, and in its place the Central School was built on Greenfield Street about 1883, and was well attended. In 1885 a Two-Roomed Brick School House was built on Eureka Street, followed by a similar Brick Building on Maud Street. In a few years the School on Maud Street was enlarged by the placing of another Storey on it. This made it a commodious and substantial

Building. In 1897, the Frame School House in the east end of the Town was burnt, and a fine, substantial Four-Roomed Brick School House was built on its Site, at a cost of $20,000. A new Central School House of Six Rooms was also erected early in 1907. This is one of the finest School Houses in Ontario, containing the latest improvements as regards Steam Heating and good Ven-

PETROLEA HIGH SCHOOL.

tilation. It is fireproof and has Play rooms for Winter in the Basement, and it is an ideal Twenty Century Building. An efficient Staff of fourteen Teachers is engaged in active work, so that the facilities for Education offered are the best obtainable by the Board of School Trustees.

PETROLEA, January 22nd, 1910. R. J. CAMPBELL, *Acting Secretary.*

ESTABLISHMENT OF SCHOOLS IN BLENHEIM.

The first record which we have of the Blenheim Public School tells us that it was established in the year 1847, in a little old Log Building, twenty-one feet long by eighteen feet wide. The Logs were held together with wooden pins, and the Basswood floor was held in place in like manner. The Desks consisted of

boards, laid on wooden supports driven into the Logs of the Wall, at such a height that the Pupils had to stand up to write on them. The Teacher's Seat was the only one which had a back to it. The first Teacher was a Mr. McCreery. From this School went out two men at the head of their profession to-day, videlicet, Doctor Holmes, of Chatham, and Doctor Samson, of Windsor.

In 1856, the old Log School House was abandoned and a new one was built upon the Site, where the present Building stands. This was but a single Room Frame Building in the form of a T, and was lovingly known by the old Residents as the little "Old Red School House." The first Teacher in this School was Mr. Macdonald, afterwards a Civil Engineer in Chatham.

Ten years later this School House was burned, and replaced by a two-story Red Brick Building, which gave accommodation to the Pupils of the Village until 1876, when a very fine five-Room addition was erected, at a cost of $5,950. Mr. McMichael, kindly remembered now as the "old squire," remained a Member of the School Board for thirty years, until his death, in December, 1896.

The names of the Teachers employed were Messieurs Nichol, Cadman, Bruce, Irving, McLochlan, Reader, Treadgold, and Hamilton, as having been Principals, and Messieurs Harrison, Nichol, and Colles as Inspectors of Schools.

On August the 4th, 1900, this Building was destroyed by fire, and was replaced by a very fine School House, (which is in use at present), at a cost of over $15,000. Since the occupation of this new Building Messieurs Bannister, McCallum, Anderson, Merritt, and White have been the Teachers.

Since 1875 Messieurs Little, Stevens, Morgan, Johnson, Montford, Gibb, and Baird have successively been Secretaries of the Board.

BLENHEIM, December 29th, 1909. W. J. BAIRD, *Secretary.*

THE ESTABLISHMENT OF SCHOOLS IN MILTON, 1840.

Previous to the Incorporation of Milton this was known as School Section Number Five, Trafalgar. The first Building erected was a Log one, and Mrs. Harrison was the first Teacher, about the year 1840. In 1850 a Brick School House was built, and is now within the Corporation of Milton. From this Building a move was made into the new Stone School House, erected in 1856. It consisted of three Rooms, two of which were used for Public School purposes, and the third for a Grammar School.

In this year the Teachers in the Public School were Mr. Robert Alexander and Miss Marion Sproat.

Mr. Alexander McCorkindale succeeded Mr. Alexander as Teacher in 1857, and Mr. Thomas Rome succeeded him in 1861, when Mr. R. R. Jamieson followed him. Miss Sproat continued as Teacher until 1866, when Miss Lamb took her place for two years, and was followed by Miss Sarah Bomes in 1869. In 1867, Mr. Alexander Campbell, afterwards Public School Inspector of the County of Bruce, was engaged, and was followed, in 1870, by Mr. J. W. Narraway. In 1869 a third Teacher was engaged—Miss Panton, who taught in the Grammar School Room.

Mr. Peter McLean was appointed a Teacher in 1871, and continued as Principal until 1882. He was succeeded by Mr. Henry Gray, who held the position until 1893. In 1872, a Fourth Department was added in a rented Room of the old Temperance Hall, Miss Elizabeth MacKenzie being the Teacher. In

1873, a Stone addition was put up on the West End of the School House, at a cost of about $3,000. The whole Building was occupied with the Four Departments, the Grammar School Room being joined to the Room next to it, thus making one large Room for the School.

Among the Teachers from the year 1873 were the Misses Jessie McIntyre, Isabella McQueen, I. H. Bradley, May Crozier, Janet Bastedo, Jennie Martin, — Fletcher, — W. McKay, Mr. V. A. Markle, Miss Thompson, Miss Jennie Pattison, (1879), Mr. James H. Fell, Mr. W. H. Grant, Miss Annie Kennedy, Mr. Henry Gray, (1882), Miss Sarah Andrews, and Mr. J. W. Crewson.

In 1878, the Model School was opened. In 1883, more School room was wanted, and a third Building was erected,—a Stone addition at the east end of the Town, at a cost of $4,250, and a Fifth School Room, was thus opened. Then followed, as the years went on, quite a number of Teachers, thirty-two in all, but I have not been able to obtain the list of their names.

Steps are now being taken to add to the School Building, if possible, or to build a new School House entirely.

MILTON, January 20th, 1910. D. ROBERTSON, *Chairman.*

ESTABLISHMENT OF SCHOOLS IN STAYNER, 1857.

The first School House in Stayner was built in 1857. It was a frame structure, situated at the east end of the Town, and was used until the present School House was built. In those days Stayner was known as Nottawaga Station, and the surrounding country was in the pioneer stage.

About 1875, a new Brick School House was built. This contained two rooms, and, a few years later, there were added other Rooms to them, making in all six Rooms, and now the whole Building is occupied.

Among the most conspicuous of our Trustees in earlier times was the late Mr. Andrew Hill, now deceased, and who was Trustee for nearly twenty years. He was a staunch champion of what was right, and did much to keep the School in good working order.

A brother Trustee to Mr. Hill was Mr. M. C. Harkin, who was a member of the Board for nineteen years, and who acted as Secretary most of that time. Mr. Harkin left our Town last year for Western Canada, and it was with deep regret that his townspeople parted with him. To a number of others, who were on the Board for a long time, many thanks are due.

The Teacher of the early days was Mr. Campbell, who taught for a number of years. He was followed by Mr. Clarke. Doctor McPherson, of Toronto, was the next Teacher. He was very successful in his work, and taught until 1889, when he resigned, with a view to study Medicine, and he is now making a name for himself in that profession.

Mr. D. G. Currie, who came here in 1889, was Principal of the School until 1898.

This brings me to the time when I attended his School, and I have very vivid recollections of his tutorship. Mathematics was his best subject. He was a good Teacher, and, during his time, Continuation Work was started in the School. The other Teachers since Mr. Currie's time were Messieurs A. M. Scarrow, W. Ridd, Walter Richardson, — Rutledge, and, at present, we have Mr.

G. W. Bunton as Principal. Besides Mr. Bunton, we have as Teachers the Misses Pearl Baker, Bessie Gartlan, Cassie Baker, Annie Campbell, and Marion R. Dunlop.

The School is in a good, healthy condition, and we look forward to a very bright future for it.

STAYNER, January 3rd, 1910. T. J. WATSON, *Secretary-Treasurer.*

ESTABLISHMENT OF SCHOOLS IN EXETER.

Before the year 1857 the Children of Exeter attended Schools in the Townships of Stephen and Usborne.

In 1857 the Residents of Exeter Village rented a house on Huron Street West, to be used as a School House. It was called the Brock's School. The first Teacher was Mr. G. Halstead. His Successors were Messieurs Richard Moore, R. N. Curry, and Thomas Rowan. It soon became necessary to engage an Assistant, and Miss Mary Ann Cantelon was chosen. About 1861 a new two-roomed School House was built on Andrew Street. In a few years this Building was enlarged by the addition of a third Room. Mr. McGregor was the first Principal of this School.

The Village grew quickly, and, in 1874, the present eight-Roomed School House was erected on the east side of Block G, at a Cost of $7,000. The Grounds consist of three acres of Land, one acre of which is planted with fine deciduous and evergreen Trees, and two acres are used as a Play Ground.

The teaching Staff consists of three Continuation Class Teachers and five other Teachers in doing the regular Public School work.

EXETER, March, 1910. J. ELGIN TOM, *Inspector.*

PROMOTION OF EDUCATION IN WATERLOO.

Mr. Abraham Erb presented the land on which the present School House and Principal's Residence now stand, which extends to about four acres. Mr. Erb also set aside the sum of $500, the interest of which was to provide School Books for poor Children. The fund is still in existence, and is used in the purchase of these aids to education. On this land in 1842 was erected a substantial Stone Schoolhouse. This served the purposes of the Community for nearly twenty years, when part of the present Brick School House was erected. This contained four Rooms originally, and was afterwards converted into an eight-roomed Building. About sixteen years ago further accommodation was necessary, and the School Building was extended to its present dimensions of twelve Rooms. It is a handsome Building, valued at $20,000, and the finest to be found in any Town of equal size in the Province. The number of pupils' names on the roll is about 550, with an average attendance of 500.

Commenting upon the School, the Inspector has said that it has attained that high state of excellence where he has nothing to suggest for its improvement.

Among the past Principals of the School are found the names of Mr. J. Suddaby, Principal of the Model School, Berlin; Mr. William Blackwood, Galt; and Mr. W. F. Chapman, Inspector of Schools, Toronto. The present Incumbent, Mr. George Cork, has held the position for over eighteen years, the length of his service alone being sufficient evidence of his ability.

At the present time the School Building is taxed to its full capacity, and, with the growing population of Waterloo, further enlargement will soon be necessary.

The present Board of School Trustees is composed of Mr. M. Braendle, Chairman; Mr. William M. Reade, Secretary-Treasurer; Doctor Noecker, Messieurs C. W. Schiedel, W. Carthew, W. Conrad, J. A. Harper, and A. E. Devitt, all men of good executive ability and fully alive to the requirements of their position.

In 1904 the need of a suitable School House became so urgent that plans were obtained and tenders asked for. The cost, however, was too high for the available funds, and operations were postponed for a year. New tenders were asked for early in 1905, the contract let, and the Building erected, which, with furnishing, heating, and other appliances, cost about $8,500. All the interior arrangements were planned and carried out in a manner to secure the maximum of comfort and convenience. At the inauguration of the School 50, or 60, children were in attendance, which has since increased to about 150, distributed in three Rooms. For future increase another Room is still available.

WATERLOO, February 3rd, 1910. A. E. DEVITT, *Secretary-Treasurer.*

Mr. Robert Blackwood, a Teacher from Scotland, in a Letter to the Editor of this Volume, states that:

After a sojourn of some eleven years amongst the kindly people of Preston, my work took me amongst a kindred people in the Town of Waterloo for the next eight years. Here I found that education had not been neglected. Although the people had not quite the zeal of those in Preston, they had a handsome two-storey white Brick School House, with spacious Grounds, built, as they had anticipated, in advance of their needs; but they have had occasion to add greatly to it since, until now they have a School second to none in the Province. Their equipment for carrying on School work is ample, and the best the School Board can furnish so far as it goes. The present Staff comprises eight Teachers, the Principal and first Assistant being gentlemen, and the others ladies.

THE VILLAGE OF WARDSVILLE PIONEER SCHOOL.

This Village enjoys the distinction of having possessed one of the pioneer Schools of the Province. Its history dates back for nearly one hundred years. In the early part of the Century, when the Country lying west of London was a vast unbroken Forest, save a small Settlement on the River Thames, which afterwards became known as Wardsville, in honour of its Founder, Mr. Alexander Ward, (surnamed by the Indians, Tomacco). For many years Classes were held in Private Houses; then a small Log Building was erected about two miles east of Wardsville, in what is known as the Big Bend Road.

The Village of Wardsville is situated in the Township of Mosa, in the County of Middlesex.

Through it passes the old Historic Stage Road from London to Chatham, known as the "Longwood Road," while near it flows the River Thames.

According to the best authority, the Village was founded about the year 1805. The Anniversary of its founding was suitably celebrated by a Centennial Celebration, held in the Village in 1905.

At the former date of 1805 the Children attended School in a Log House, situated about one and one-half miles east of the Village. In the year of 1830, however, the Village was made a School Section in Mosa, and a Frame Building —a square Cottage—was erected on Hagarty Street.

About the year 1840 the first Public School was established in Wardsville; and, as the Country prospered, the need of better educational facilities was sorely felt, and Wardsville, being a trade centre for a large tract of Country, it was soon looked upon as an Educational Centre.

The Old School Building rendered ample accommodation for many years, but in the early fifties the establishment of a Grammar School was projected. Plans were prepared in 1855, according to which a Brick School House was erected on a pleasant Site in the northern part of the Village. About this time the Village was made a High School District, comprising the Village of Wardsville and School Section Number Four in the Township of Mosa.

Among the promoters of this establishment were the late Messieurs Alexander Ward, John H. Munroe, Henry Henderson, H. R. Archer, and Charles O'Malley.

The first High School Teacher was the late Mr. Hart, who was followed by Mr. Bryce, a connection of the present British Ambassador to the United States. The third Teacher was Mr. Sinclair, now of Sarnia. Mr. McCabe succeeded him, and he, in turn, was followed by Mr. T. W. Crothers, the present Representative for Elgin County in the Dominion House of Parliament.

About this time the Public School was in charge of the late Mr. Duncan Johnson, who conducted it successfully for a period of twenty-six years. During a part of this time he was ably assisted by Miss H. Brooks.

In 1877 the School edifice was destroyed by fire, when many valuable records of an historic nature were consumed. Steps were at once taken to replace the loss with a more commodious Building, which, with its attractive surroundings, still bears evidence of the interest taken by the community in educational matters. The number of Pupils of this School, who have been successful in the various walks of life are numerous in the Province.

The teaching Staff at the present time is composed of Miss M. Ada Dickey, B.A., of Toronto, Principal of the High School, assisted by Miss Caverhill, while the Public School is in charge of Mr. J. Ambrose Dowswell. The School to-day is in active operation in all of its Departments.

WARDSVILLE, February 17th, 1910. J. AMBROSE DOWSWELL, *Principal.*

Miss Maria Murray (afterwards Mrs. McAlpine) in a letter written to the Editor of this Volume, says:

I commenced teaching in the Village of Wardsville at the age of fifteen as an Assistant in May, 1855, and continued teaching there until Midsummer, 1858. The School House at that time was a Frame Building, and a Frame House, on the opposite side of the Street, was rented for the accommodation of the second School. In my Department I had Pupils from the First to the Third Book. I was furnished with a Blackboard, but no Maps. The late Reverend John Gunne—a Church of England Minister—a highly educated and clever old gentleman—was Superintendent of Education for the Township of Mosa at that time, and visited my School. The Books used were the Irish National Series for Reading and Arithmetic, Lennie's Grammar and Morse's Geography.

Our Vacations consisted of every other Saturday, ten days at Easter, the Queen's Birthday, two weeks in August, and eight days at the close of the year.

In the Midsummer of 1861 I returned to Wardsville, where I remained for a year and a half. When I returned they had a fine Brick School House to replace the old one, with a High School in it upstairs. In 1862, the late Reverend D. J. Macdonnel, who was held in such high esteem in the Presbyterian Church in Toronto, taught in the Wardsville Grammar School. The Building was well-furnished with Maps, Blackboards, and School Apparatus. The Text-books used were Sangster's Aritnmetic, and Bullion's Analysis of Grammar.

PROMOTION OF EDUCATION IN STRATHROY.

In 1851, before the Village of Strathroy was separated from the Township of Adelaide, a School House was built by the adherents of the Church of England there, and the School in it was taught by Mr. William Hildyard. In 1859, Strathroy became an incorporated Village, and, in 1860, a Three Roomed Frame Building was erected on Colborne Street. Two Rooms were used for Public School purposes, Mr. Thomas Armstrong being Principal, and the other Room was devoted to a Grammar School. It was opened in 1861, and was taught by Mr. J. N. Sommerville, who was succeeded by Mr. R. W. Young, M.A., who became Librarian in Toronto some time afterwards.

About 1866, the Frame Building was moved to the back of the Lot, and the present Colborne Street School House, containing Four Rooms, was built of Brick. Both Buildings were used for Grammar School and Public School purposes, the junior Pupils occupying the Frame Building.

In 1871, the Population had increased so rapidly that it was found necessary to provide further School accommodation, so the present Maitland Street School House was built. This Building is of Brick, and contains Four Rooms.

In 1874, the High School and Public School Boards separated, and a Brick High School House, containing Two Rooms, was erected. During the same year the Public School Board erected a Brick School House on Caradoc Street, containing Two Rooms, to meet the demands of a constantly increasing Population.

In 1886, two more Rooms were added to the Colborne Street School House, and a Kindergarten Room was fitted up, and continued in operation for about five years, when it was closed on account of the small number of Children attending it.

When County Model Schools were established in 1877, one was opened in connection with the Strathroy Public Schools, and was continued in operation until the Western County Model Schools were closed by the Education Department in 1907.

From 1886 until the closing of the Kindergarten Classes, there were eleven Teachers on the Public School Staff; but during late years, the number has been reduced to nine, owing to the yearly gradual decrease in Child Population.

The Citizens of Strathroy have always taken a commendable interest, and just pride in their Schools. The Board are careful in the selection of their Teachers, and, when they secure those who give satisfaction they try to retain their services as long as possible. One Teacher, (Miss Mary Armstrong), has now been on the School Staff for thirty-eight years, another for thirty-three years, and others ranging from 10 to 20 years. Miss Armstrong's Father was the Master of the Public School in 1860.

STRATHROY, February 8th, 1910. R. DIPROSE, *Secretary.*

The Early Schools of Vankleek Hill.

There appears to be no available records of the establishment of the first School in Vankleek Hill, but tradition tells us that the Public School there dates back to 1820, when a Log School House was erected. Mr. Jeremiah Vankleek was one of the first Teachers. In 1840, a Stone School House was built. This Building is still in existence as a Private Residence of the present Postmaster.

One of the earliest of the Grammar School Teachers of Vankleek Hill was Mr. McNaughton, who afterwards taught in L'Orignal, and who has kindly furnished me with the following notes of the Prescott School times:

I commenced my career as a Teacher in this Province in November, 1848, as Teacher in the Public School at Vankleek Hill in a small Stone Building on the north side of the Main Street.

There was one incipient Grammar School in the Village at that time, which was held in a small Brick Building on the same Street, nearly opposite to the Public School. The Teacher was the Reverend Joshua H. Johnson, M.A., of the Episcopal Methodist Church, and I understood that he was the first who held the position.

Early in the Summer of 1849 a fire destroyed the Building in which the Grammar School was held. Shortly after Mr. Johnson resigned, and the Board of Trustees for the United Counties of Prescott and Russell, appointed me to the vacant position. I then rented a Building and fitted it up for accommodating the Grammar School with such financial assistance as I could get from voluntary Contributions. I conducted the School for a year, or two, and then removed it to a more suitable Building, rented by myself, in which I carried on Grammar School work until the month of May, 1853.

As L'Orignal was the County Town it had the prerogative of holding the Chief Grammar School and receiving a higher Legislative Grant, and when the School there became vacant in the Spring of that year, I applied for the position, and, as I had served the Board of Trustees for several years with satisfaction, they appointed me to the Office of Master, and I continued to teach in that School until the close of the year 1866.

Teachers of the Vankleek High School of a later date, but still over thirty years ago, were Messieurs A. Spencer Jones, M.A., H. L. Slack, M.A., sometime Public School Inspector for the County of Lanark, and John Maxwell, B.A., the present County Attorney of the United Counties of Prescott and Russell.

The High School attained the rank of a Collegiate Institute several years ago.

When the County Model School System was inaugurated in 1877, the Model School for Prescott and Russell was established in connection with the Public School of Vankleek Hill. Mr. Henry Gray (Principal of one of the Toronto Public Schools), was the first Principal. Mr. E. W. Bruce, M.A., (now an Inspector of Public Schools), was Master of the School for a Term. Other Masters were Messieurs R. J. Sangster, a son of Doctor J. H. Sangster, and S. J. Keys, B.A., at present one of the Trustees of the Normal School at Peterborough.

Russell, February 26th, 1910. W. J. Summerby, *Inspector.*

The Early Schools of Durham.

Schools were established here in the early Fifties. For a time they met in the Orange Hall. The very first School House erected was a little frame Building, which is still in existence. After 1851, when the School Law of 1850 came into operation, the Common School was supported by the levy of a tax on the

ratable property of the School Section, then known as the Union Section of Durham, Bentinck, and Glenelg.

Mr. Moodie, the Teacher, was succeeded by Mr. Duncan Campbell, and then by Mr. John Plinikett, in 1856-57.

I may add that Classics were taught by the Reverend Mr. Park from 1860 on, and more recently by myself, so that, in this way, young men have had the advantages of a High School education to some extent.

DURHAM, May 5th, 1894. JAMES GIM, *Teacher.*

Several years ago a High School Department was established in connection with the Public School; and, owing to the increased attendance at the latter, the Board found it necessary to engage a third Teacher, so that now three thoroughly qualified School Teachers are engaged in the work of the two Schools, including the Continuation work. The Continuation Schools rank with High Schools not only in attendance, but also in the work done. From the results of the Departmental Examinations the success of our Students compare very favourably indeed with that of the High School Students.

The work is taken up in three forms, as follows:

Form I.—Those who have passed the Entrance Examination.

Form II.—Those who have passed the Promotion Examination from Form I., or who have taken up the prescribed work for Form I. in a Rural School, as certified by their Teachers.

Form III.—Those who are preparing for Junior Teachers' or Junior Matriculation, Examinations.

During the past year great improvements have been made in connection with the School. A Science Room has been fitted up, where the Students, under the supervision of the Science Master, will do practical work in Chemistry and Physics. The School is now well equipped with both Chemical and Physical Apparatus.

A Water Works system has been installed, so that pure spring Water is now obtainable in all the Rooms. A large Basement divided into two Sections, and supplied with the latest modern conveniences, has been provided for the accommodation of the Students.

The interior of the School has been thoroughly renovated, all the Walls and Ceilings being repainted, so that the aesthetic appearance of the School is now pleasing and attractive.

A good reference Library has been provided for the exclusive use of the Continuation Students. A large number of Volumes was added to the Library this year, thus giving Students the privilege of a free Library.

1907—Thirteen Pupils from the High School have passed the Junior Teachers' Examination, five taking Honours and five passing the Junior Matriculation Examination.

1908—Nine passed the Entrance Examination to the Normal School, and eight passed the Junior Matriculation Examination.

The Report of the Provincial Inspector of Continuation Schools for 1907 shows that more Students were successful from our School than from any other Continuation School in the Province.

1907—Twenty-two Pupils from the Public School Department wrote at the Entrance Examination, and all passed.

1908—Twenty-one wrote at the Entrance Examination and all passed, eleven taking Honours.

These results show that Miss Margaret McKenzie, who has had charge of the Entrance Class for the past two years, is a very efficient Teacher.

The Board gives two Scholarships in the High School Department for general proficiency, one to the Pupil in Form I. obtaining the highest standing at the Promotion Examination, Form I. to Form II., and also one to the Pupil obtaining like Honours in Form II. to Form III. These Scholarships mean free tuition for following year.

Principal Allan gives a Medal to the Student obtaining the highest standing on Entrance to the Normal School.

The successful Students this year were:

Form I. to Form II.—V. Caldwell, Durham.

Form II. to Form III.—Eva Renton, Dromore.

Entrance to the Normal School—Sadie M. Ferguson, Hopeville.

Doctor Jamieson, M.P.P., gives a Medal to the Pupil in the Public School Department obtaining the highest standing on the Entrance Examination in South Grey, and the Board gives a Medal to the Town Pupil obtaining like Honours. The Winner of Doctor Jamieson's Medal was Lyla Kelsey, Durham. The Winner of the School Board's Medal was Vivian Crawford, Durham.

—From the School "Announcement, 1908-1909."

DURHAM, February, 1910.

ESTABLISHMENT OF SCHOOLS IN ALMONTE, 1826.

The first Public School established in the present Town of Almonte, (then Ramsayville), was built about the year 1826, on the Lot on which St. Mary's Church now stands, and Mr. Ferguson, a Teacher, was placed in charge. So unsatisfactory was the management of the School that two, or three years later a Private School was opened, taught by a Miss Styles, who came from Montreal, and who was succeeded by a Miss Bates. About the year 1829, or 1830, the Public School was removed to the opposite Corner of the Street, and, through the instrumentality of Mr. Shipman, Mr. C. C. Coveny, a young man from Potsdam, (New York) Academy, was appointed Teacher, about the year 1834. Shortly after its removal to this new Site in 1829, the Almonte and Ramsay Library Association was established in the School, and to that School and the Library many who are now among the leading citizens of Almonte are indebted for much of the Education which has fitted them for the positions they now occupy. That Association is still in existence, as the Almonte Public Library. The School Trustees, at the time of the removal of the School were Messieurs John Gemmill, John Shaw, and Robert McFarlane. Mr. Deveny was succeeded by Mr. Arthur Lang, who, in turn, was followed by Messieurs John Gillan, William Lindsay, and Alexander Dick and others. In the year 1850, with the growth of the Town, the School accommodation became too limited, and steps were taken to enlarge it. Mr. Edward Mitcheson offered a free Site, and the offer was accepted; and, in 1852, a Stone School House was erected on the East Side of what is now Main Street, near its junction with Union Street. In 1850 that School Building was found to be too small to accommodate the Pupils attending it, and an addition

was made to it, and a second Teacher employed, the Head Teacher being Mr. William Russell and his Assistant, Mr. James Patterson, now Doctor Patterson of Winnipeg.

ALMONTE, February 21st, 1910. JAMES MCLEOD, *Secretary.*

THE ESTABLISHMENT OF SCHOOLS IN AURORA.

Mr. William Willis writes:

"In 1832 the School that was at Machell's Corners was destroyed by fire. It was replaced by a Frame House at Hartman's Corners, one and a quarter miles east, in the Township of Whitchurch. Mr. Moulton was the Teacher."

Later records show that a Public School was opened in Aurora in the year 1840. The Building was a Frame one, and was situated on Yonge Street, about opposite to the present Waterworks Pumping Station.

Among the first Teachers of that School were Mr. Morrison and Mr. Moulton.

It was about ten years later, (1850,) that the School Building was moved with oxen to a location about two hundred yards farther south on Yonge Street, now the corner of Yonge and Kennedy Streets.

After a further period of eight years, another Building was used as a School House. It was an old Methodist Meeting House, that had been discarded for that purpose when the new Brick Church was built, and it was situated in the rear of the premises on which the present large Brick Church stands.

In 1858, or thereabouts, the demand for better School accommodation resulted in the building of Aurora's first Brick School House, which was situated on the Corner of Church and Victoria Streets.

The following teachers, among others, had charge of the School up to this period: Messieurs Robert Mosley, — Lehman, — Blackstock, Miss Appleton, Messieurs Albert Kennedy, Joseph Adams, and John Morrow.

The new building was used for some time as a one-roomed School House, but was afterwards divided into two Rooms. Later on, as the development of the Town progressed, it was found necessary to increase the accommodation, and an addition of two more Rooms was built.

The first Teacher in charge of the Brick School House was Mr. Albert Andrews, and he was followed by several others, among them, as Principals, being Messieurs Rufus Peck, Donald MacKay, Robert Doan, Henry Bolithe, — Flynn, J. E. Armstrong, and Mr. M. H. Thompson.

In 1866, the Town having grown and prospered, it was decided to build other School Houses, which was done, and now Aurora boasts of having one of the finest two-storey Public School Houses in the Province. It comprises eight large, airy Class Rooms, with Cloak Rooms for each, a Room for the use of the School Trustees, two large Halls, and a Basement the full size of the Building. Care is taken to see that the Building is properly heated and ventilated.

The Grounds are large and well kept, numerous shade Trees surrounding the premises, and, in Summer, the Flower Beds, which adorn the Lawn, give evidence of considerable attention and taste.

The Trustees are fortunate in having in charge at the present time, as Principal, Mr. John G. McDonald, supplemented by an able staff of lady Assistants well qualified for their work.

AURORA, February 14th, 1910 CHARLES WEBSTER, *Chairman.*

The Early Schools of Kemptville.

The first School in Kemptville was opened in 1823, in a small Log Building on the corner of Prescott and Reuben Streets, with Mr. Chase as Teacher. This Building, with a few alterations and improvements, did duty for over twenty years as a School House, and, in fact, was quite in keeping with its surroundings. The "three R's" comprised the "summum bonum" of the educational ambition of the average youth of that time, and, even this meagre quota of the "wisdom of the ages" was, so far as the male portion of the rising generation was concerned, usually obtained during the Winter months only. The Schools were supported by a tax upon those who had children to send to them, and the expenditure was, of necessity, as small as possible. The Teacher was never overpaid, and his place of residence was usually among the parents of his School Section, with whom he "boarded around."

This state of things continued until 1844, when the Reverend Egerton Ryerson was made Chief Superintendent of Education for Upper Canada, and became the founder of the present admirable Public School System of Ontario. In 1850 a Comprehensive School Bill was passed, which enabled Municipalities to receive Grants from the Government and from the local taxation rates for the purpose of building and maintaining Schools. This Bill also enabled Municipalities, at the request of the Annual School Section Meetings, to assess all property for School purposes, which gave us practically free Schools. It was about 1842, when the old Log School House was deemed insufficient, and a small Stone School House at the east end of Oxford Street, was erected, with Mr. Weir as its first Teacher. Mr. William Pool was also one of the early Teachers in this Building. About three, or four, years afterwards, the provisions of the School Act of 1850 were taken advantage of, and two new Stone Buildings were erected, —one on West Main Street, which is now outside the Corporation, and which was opened by the late Mr. John Conn. A short time afterwards, about 1847, a School on the corner of South Rideau and Thomas Streets was opened, also by Mr. Conn, who was transferred to it from the School on West Main Street. It will be thus seen that, in the course of a very few years, three Schools were found necessary, where one had previously done duty, and even these were not considered sufficient, as we shall see.

In 1843, several of the Residents met for the purpose of considering the advisability of establishing a Grammar School.

Mr. William Lang was appointed Secretary-Treasurer, and the following were appointed a Board of School Trustees, the Reverend Henry Patton, and Messieurs John Cameron, William Fannin, Robert Kernahan, and Robert Leslie.

This, then, was the beginning of what is to-day our very superior High School. The Building for it was erected on the piece of ground donated by Squire Bottum about 1844, or 1845, and was opened by a Mr. Heslip, who was shortly afterwards succeeded by the late Mr. Donald McKenzie, of Glengarry, Scotland. He taught for several years, and remained in Kemptville until his death in October.

Among those who taught in the old Grammar School were Messieurs Lennox, Fraser, Lachead, McLennan, Sheldon, McAlphine, Jolly, the Reverends William McKay and James Christie, M.A., who was the last Teacher to occupy the old Building.

Kemptville then had three Public Schools and a Grammar School, all well

equipped for those days. These were referred to by their respective Boards of Trustees with as much pride, and, probably when the circumstances are considered, with as much reason as our present Board views the Educational Institutions of to-day.

There were two sets of School Trustees, one of which managed the Grammar School and the other the Public Schools. This continued until 1873, when, after much deliberation, it was decided to unite the two Schools under one management, and a Board of Education was formed, which has continued until the present time.

Mr. Thomas Maley was elected Chairman of the first United Board and Mr. W. R. Anderson Secretary. Since that time the following have occupied those offices: Chairman—1873, Mr. Thomas Maley; 1876, Mr. Robert Kernahan; 1879, Mr. R. Parkinson; 1886, Mr. W. H. Cochrane; 1891, Mr. G. E. Hanna; 1895, Mr. A. Clothier; 1899 to the present time, Mr. G. E. Hanna. Secretary—1873, Mr. W. R. Anderson; 1876, Mr. James Porter; 1879, Mr. John Selleck; 1880, Mr. James Porter; 1884 to the present time, Mr. O. Bascom.

Among the first Acts of the United Board was the erection of a new School House which would not only afford greater accommodation for Pupils, but which would at the same time, unite under one School management all the Pupils of the Town, and would admit of the proper grading of the Classes, which had hitherto been impossible. This movement resulted in the erection of a large Brick Building south of Oxford Street, between Rideau and West Streets. The Building was opened in 1873 with the Reverend James Christie, M.A., as Principal of the High School, Mr. W. D. Beaman Teacher of the Senior Grade of the Public School, and Miss L. Fannin and Miss Latimer Teachers of the Junior and Primary Grades respectively. The following have since occupied the position of Principal of the High School: The Reverend James Christie, M.A., 1874; Mr. James Carman, B.A., 1875; Mr. William Elliott, M.A., 1876; Mr. J. Pollock, B.A., January to March, 1879; Mr. James Carman, B.A., April, 1879; Mr. W. S. Cody, B.A., 1885; Mr. R. C. Rose, B.A., 1894; Mr. W. D. Dillaine, B.A., 1895, to the present time.

Prominent among those who occupied the position of Principal of the Public School was Mr. George Millar, who held that responsible position for seventeen years, and was always a most efficient, painstaking, and conscientious Teacher. Under his careful training were many Pupils who have since risen to prominence in the matter of Education. He was followed, in 1897, by Mr. John T. Patton, who has since very efficiently discharged the duties of the position.

THE KEMPTVILLE NEW HIGH SCHOOL.—In 1888, the large School Building, which in 1873 was more than adequate to the needs of the Town, was found to be much too small for the requirements of the growing population, so it was necessary for the Board to erect another Building, which would be devoted entirely to the work of the High School. This action resulted in the erection of the present handsome School House on Prescott Street, which was opened in 1888, and which, ample though it is, is taxed to its full capacity This is due to the fact that, on account of its superior merit, it is patronized not only by the Pupils of the Town and the County, but also by a very large number from the Counties of Carleton and Dundas, as well as points further distant.

Since 1889, the percentage of Candidates receiving Certificates at Departmental Examinations has steadily increased from eighteen per cent. in 1889 to

eighty-seven per cent., while the total number of Pupils writing at these Examinations increased from 64 to 139, which would materially add to the value of the percentage.

The teaching Staff is at present: High School Principal, Mr. William D. Dillane, B.A., of Toronto University, who has had charge of the School since 1895, and, previous to that time, was an Assistant. He is a man of good attainments and executive ability, and ranks high as a Teacher. He takes English and Modern Languages.

Mr. John Nelson, B.A., of Queen's University, has charge of Mathematics, which position he has held for over five years, and of which subject he has always made a specialty.

Mr. James R. Moore, B.A. and M.A., Queen's University, is also a Specialist in Science, and keeps his Students quite abreast of the time in that Department. He is a hard student and an original thinker, and will yet be further heard from on his favourite subject.

Mr. Graham McDougall, B.A., of Toronto University, Teacher of Classics, is a Specialist, and ranks high both as a Student and as a Teacher.

In the Public School the Principal's Chair is occupied by Mr. John T. Patton, who has been here since 1897. He holds a Second Class, Professional Certificate, and has had several years' experience before accepting the situation. He is a successful Teacher, under whose efficient care the School is making good progress, and has as large a percentage of passes at Examinations to his credit as any like School in the Province.

Mr. Patton has a Corps of four Assistants, who teach the respective Grades in the School,—the Misses Awilda Johnston, Olive Thompson, Eva Cooper, and Mabel M. Wilcox.

Among the former Teachers who have done much to forward the interests of the School, and to whose careful training, in their younger days, many successful pupils owe much, are the late Mr. William Pelton, who taught in the Public School, and was afterwards an Assistant in the High School. The late Miss Latimore and the Misses L. Fannin, Anna Kirkup, and Nellie Braden, all of whom devoted the best part of their lives to the profession of teaching, and who did much towards bringing the School up to its present high standard of proficiency.

Reference has been made to two Public School Teachers, both of whom were prominent in educational matters thirty years ago, and who taught many of the children of that time, who are the Fathers and Mothers of to-day. They are Mr. William Pool and Mr. John Conn.

KEMPTVILLE, January 18th, 1910. W. DILLANE, *Secretary.*

SCHOOLS ESTABLISHED IN KINCARDINE.

We have a Public School which has lately been thoroughly overhauled, and is now one of the best "up to date" modern Schools, and employs seven Teachers. Salaries from $400 to $900. We have also a Ward School, with one Teacher and about fifty Scholars.

The High School, which has also lately been enlarged and modernized at a large expense, is at present rated "A One" in every Department, and employs

five Teachers at Salaries from $700 to $1,300. For a place of 2,800 inhabitants we have as good, if not better, School accommodation than any place of its size in the Province. The Schools are under the management of a Board of Education, consisting of fourteen Members, Mr. A. M. Saniter being Chairman, and Mr. J. H. Scougall Secretary-Treasurer.

KINCARDINE, February 16th, 1910. J. H. SCOUGALL, *Secretary.*

THE PUBLIC AND HIGH SCHOOLS OF HAWKESBURY.

The High School at Hawkesbury was established in 1873, with Mr. A. P. Knight, M.A., now Professor Knight of Queen's University, as Principal. One of Mr. Knight's Successors was Mr. J. A. Houston, M.A., presently one of the High School Inspectors. The High and Public Schools of this Town are united under a Board of Education.

RUSSELL, February, 1910. W. J. SUMMERBY, *Inspector.*

HAWKESBURY.—The High and Public Schools, established here in 1870, and occupied until 1903, when they were destroyed by fire. In 1904 and 1905 they were rebuilt, and have been successively occupied ever since.

HAWKESBURY, January 12th, 1910. J. W. CASEY, *Secretary.*

PROGRESS OF EDUCATION IN ARNPRIOR.

The Year 1840 saw the erection of the first School House in Arnprior. It was situated outside of the present Town limit, in what is known as the Dochert Section of the Township of McNab. The Building consisted of a Log Shanty, with a Fireplace in the centre of the Room. The first Teacher was Mr. Joseph Knight, who was succeeded by Mr. Robert Mullius, who taught in 1845.

In 1847, another Building was erected in the McGonical Section,—now McGonical Street, in Arnprior. This Building was constructed in the usual primitive style of round Logs, covered with "scoops." The Teacher was a Mr. Kendal. School was taught here for a short time only, for, in the year 1848, the School returned to its former Site in the Dochert Section, and was taught by Mr. Patrick Moran.

About the year 1856, a School was opened on Madawaska Street, in the small Wooden Building, when the Village had a population of three hundred. A few of the Pupils of this School still reside in Arnprior. Many amusing incidents are related of their vain attempts to dodge the Master's Rod, so generously used on offenders against the strict rules of the School. Among the Teachers here were the late noted Mr. Dougald C. McNab and Mr. Carswell.

As the population increased more commodious premises had to be provided. Plans, Specifications, and Estimates were prepared, and in the year 1862 a two-Storey Brick Building in the form of a T was erected, which now forms the Western Wing of the old Public School Building, situated at the Corner of Ottawa and Harriet Streets. This School was constructed so as to accommodate about 100 Pupils. Among the principals of this School were the late Messieurs Dougald C. McNab, James McLachean, and John McCarter, with Miss Pettipiece as Assistant, for whom are recalled many kind and tender associations.

Since, and at intervals, of about ten years each, two additions of a similar style and dimensions have been made to the original School House, although, in the meantime, Separate Schools had been established and the Roman Catholic Pupils withdrawn from the Public School, leaving more accommodation for the children of Public School supporters.

The school population continued to increase, so as to necessitate the erection of an additional four-Room School House in the Year 1897, so that the Public School of Arnprior to-day occupies eleven Class Rooms.

I am indebted to Mr. Peter McGonigal for a greater part of the foregoing sketch.

ARNPRIOR, March 17th, 1910. W. D. GRAHAM, *Secretary.*

Mr. George Craig, in a letter to the Editor of this Volume, in May, 1894, says:

In 1864, Arnprior was incorporated as a Village, and during the following year there was established in it our first Grammar, now High School, which is taught in a handsome Brick Building, elaborately finished in White Brick, which was built in 1876. Three Teachers are now employed in it, and the attendance is about 85 Pupils.

ESTABLISHMENT OF SCHOOLS IN HARRISTON.

The first School in Harriston was opened in a Log Building at the south end of the Village in about 1857, with Mr. John Brown as Teacher, who was afterwards succeeded by Mr. John Walker. About 1871, a more central Site was secured, and a three-room Frame School House was erected, and opened with Mr. Campbell as first Principal. This Building soon afterwards proving too small, a vacant Store was secured and fitted up as an additional School Room. About 1878, a two-storey four-Roomed Brick School House was erected, and opened with Mr. C. Irving as first Principal, and that Building, with the Frame School House, sufficed until 1907, when the Frame School House was torn down, and an addition was made to the Brick Building. Mr. C. E. Leppard was the first Principal of the enlarged School House.

HARRISTON, January 10th, 1910. E. W. LAMBERT, *Secretary.*

THE EARLY SCHOOLS OF AYLMER.

In 1816, the first School House was built in Aylmer, being a Frame Structure, and situated a mile and a quarter West of where the Town now stands. It was used conjointly as a Baptist Church and as a School. This was the first School established in the County of Elgin. Two years later, in 1818, a Log School House was erected. It was heated by a large Fireplace in one end of the School Room, and was seated with Slabs split from Basswood Logs, with wooden pins driven in for legs. This Building did service until 1838, when a Frame Building was erected on John Street South. The Teacher was Mr. Alexander Weldon. The Salary was Fifteen Dollars a Month, with board and washing, and mending, the Teacher boarding with the various families by turns. Twelve families subscribed for his Salary. Shortly afterwards the subscribers paid only one half of it, then one quarter, and finally a Free School was established for all

of the Pupils. This Building did service until the Eighteen-Sixties, when a Frame Buliding was erected on the present School Site, and did service until 1870, when one of the present Brick Buildings was erected; and, in 1872, the High School House was built on the same property. In 1886, that Building was purchased by the Public School Board, and enlarged. The Schools are now taught in two excellent Brick Buildings. One contains four Rooms, and Halls, and Cloak Rooms, with modern heating and furniture. The other School House contains five Class Rooms and living Apartments for the Janitor. The Grounds are large, and are beautifully situated in nearly the centre of the Town, being an ideal spot for a School. The whole School Plot has a fine row of Maples on each side of it, and the front and sides are laid out with Flower Beds, which are very well kept, our Janitor being a natural Florist. Our Schools are the pride of the Town. Eight Teachers are employed, and a Directress, with an Assistant in the Kindergarten Room, which is one of the finest in the Country.

AYLMER, January 31st, 1910. J. L. LAMBERT, *Secretary.*

THE DRESDEN SCHOOLS.

The only information available as to the first establishment of Schools in Dresden is that, on its incorporation in 1871, or 1872, as a Village, its present School System was established. Previous to then it was part of a Township School Section.

DRESDEN, 17th January, 1910. J. T. BRIDGWATER, *Secretary.*

THE EARLY SCHOOLS OF HESPELER.

Probably about the year 1830, a School was started in Hespeler, which was then a group of Houses in the Township of Waterloo.

The Town of Hespeler was incorporated in the year 1858 as a Village, and, as the boundaries of the Village, as set out in the Proclamation, placed the Village almost in the centre of School Section Number Twenty-Six in the Township of Waterloo, it was more convenient for the children of that original School Section to attend the School in Hespeler. In the year 1864, an agreement was entered into between the Township of Waterloo, the Village of Hespeler, the School Board, and the local Superintendent of the two Municipalities, whereby School Section Number Twenty-Six was attached to Hespeler, and was, from that time called School Section Number Twenty-Six, in union with Hespeler. About this time what was known as the old School House was built, which did service until the year 1883, when the present building was started. The old School House had two rooms, the present School House has ten, one of which is occupied as a Kindergarten. The building is heated by low pressure steam, and was built partly in 1883, added to in 1893, and partly in 1904. We have nice School Grounds laid out, probably three acres in extent, and a good equipment, including fire escapes. The present Building in 1883 replaced the "Old School House," which was built in the late fifties, and which served until the present building was available.

HESPELER, January 11th, 1910. WINFIELD BREWSTER, *Secretary.*

Lakefield Public School.

The first School here was started in 1854 in a Board Shanty near the Corner of Reid and Regent Streets. Miss Eliza Hill, Daughter of Captain Hill, one of the earliest Settlers in the Township of Dummer, was the first Teacher. Mr. James Hogan, of the Township of Douro, also taught there. A new Frame School House was built in 1859 on the Corner of the Eighth Concession of the Township and Church Streets. Some of the Teachers of the School were Mr. W. C. Saunders, Miss Traill, Mr. W. J. Smith, — Robinson, and Miss Kindred.

At the time of the incorporation of the Village, in 1874, a new Brick four-Roomed School House was built, and in 1902, a two-Room addition was built; and in 1908 a four-Room addition was also built. Some of the Principals were Messieurs Andrew Shearer, F. A. August, James Graham, B.A., W. A. Evans, W. J. Campbell, J. A. Gordon, S. Hill, and J. W. Garvin, B.A.

Lakefield, December 22nd, 1909. W. Sherin, *Secretary.*

The First Schools of Mitchell.

I am told the first School House was built in 1850. (It is still here. Now used as a blacksmith's shop.)

The first teacher was Mr. Thomas Dunn, followed by Mr. Ewart; then Mr. Hugh Campbell, who is still a resident of the town.

I found the old Cash book, which dates back to 1851, and a minute book, which was opened in 1879.

Mitchell, January 29th, 1910. W. J. Martin, *Secretary.*

When I came to Mitchell in 1856 I found a Frame School House, 30x18 feet, and used not only for a School, but also for a Church, except by the Methodists, they having a Church of their own.

Mr. Ewart was the Teacher; then Mr. H. Campbell; then a Mr. McGill, and so on. In 1860 a large addition was made to the School House—about 40x60 feet. Thirty-two years ago a large Frame School House was built, with eight Rooms, which is being used to-day. Thirty years ago a large Brick High School was built, with four Departments. This also is being used to-day.

Mr. William Roth was Inspector of Schools at the time to which I refer.

Mitchell, January 21st, 1910. R. Babb.

Establishment of Schools in Leamington.

Leamington, originally a part of the Township of Mersea, in the County of Essex, was incorporated as a Village in 1875. In 1876 it had then a four-Room Brick School House. It was incorporated as a Town in 1889. In 1890 the School Board pulled down the old School Building and erected an eight-Roomed Brick School House. In 1903 an addition of two Rooms was made to it, so that they now have ten Rooms, nine of which are in use. The Public School property, including its necessary equipments, is worth about $23,000.

Leamington, 24th January, 1910. J. McD. Selderd, *Secretary.*

THE FIRST ESTABLISHMENT OF SCHOOLS IN OMEMEE IN 1837.

A Correspondent of the Editor of this Volume writes as follows:

In the year 1837 Mr. George Hughes settled in Grimsby and opened a School for his grandchildren, the sons of Mr. J. L. Hughes and William Cottingham, and other Pupils, and he taught until the year 1843, when, owing to a fire and family affliction, Mr. Hughes discontinued his Classes. Soon after a Log School House was built on what was called the Distillery Road, and a man named Captain Handcock, who had been in the Army, became Master of the School. After a time Mr. R. Grandy (Father of the present Richard Grandy Postmaster at Omemee) was chosen to succeed Captain Handcock, and for many years taught the Public School. About 1860, a new School House was built, nearer the centre of the Village, and, notwithstanding much opposition, Mr. Cottingham and Doctor Irons succeeded in having a Grammar School established in Omemee and Mr. John Wood, B.A., of Toronto University, was, I think, the first Head Master, and was succeeded by Mr. John Shaw, who, for many years, kept the School in a flourishing condition, Pupils coming from Millbrook, Lindsay, and other places adjacent to it.

Another Correspondent writes thus to the Editor of this Volume:

A School in that neighbourhood was taught in the Village then known as "Williamstown," now "Omemee." The Teacher was Mr. William Bamford, Son of a retired Methodist Preacher; he was a well educated man, and a good Teacher. The School was opened late in the Fall, and was kept open six months. The House was the Room of an old Tavern, previously kept by one of the Original Settlers, named Morris Cotnum,—his sons afterwards changed their name to "Cottingham." There was a good floor, and a large open Fire place in this old House. The Benches and Desks were similar to those in other Schools; the School was opened in 1835, and continued in operation until the spring of 1836. The School Books were about the same as were used in the first school.

The School in Omemee was next taught by an old ex-British Officer, Captain Handcock, a most kind-hearted, gentlemanly individual. It was also kept in a Room of an unused Tavern. The School Furniture and appliances were about the same as in other Schools, except that Walkingame's Arithmetic had come into use. This old man had, like tastes and habits, with the first Teacher. He is long since dead, but his memory is still green in the memories of his surviving Pupils. This School lasted until 1837. The next School in the Village was held in a one storey Frame Building, only clapboard outside; and with no ceiling, or Chimney. The House was built on uneven ground, and one side stood on posts, about two feet above the ground, which made it cold in winter. The Teacher was an old soldier, who had been Band Master of one of the West India Regiments during the French Wars,—ended in Waterloo. He was a splendid Musician; no instrument came amiss to him. We had lots of fun in his day, and enjoyment at his School; and if we did not learn a great deal, many of the pupils, at least, acquired a decided taste for music. One day, the Violin, then the Bagpipes, Cornet, Clarionet, Flute, or any other musical instrument which happened to be handy. His name was Mr. John Henderson, and, as nearly all the old settlers were either related to or connected with him, he was called "Uncle Johnnie," by every one—Pupils and all. He was teaching when the Mackenzie Rebellion broke out, and nothing could keep the gallant old Soldier from the front;—so there was no School then for about a year.

THE ESTABLISHMENT OF SCHOOLS IN TILBURY.

The present Public School in the Town of Tilbury was erected in the year 1887, at a cost of Four thousand five hundred dollars ($4,500), and was built to accommodate one hundred and fifty Pupils. Previous to the erection of this School House the Village School Children were being taught in what was known

as the "St. John's Store," but this Building soon became too small to accommodate all the Pupils, and hence the need for a new School. This is called a Union School, as it includes a portion of the adjoining Township of Tilbury East. Messieurs J. S. Richardson, J. Powell, and J. H. Stili constituted the first Board of Trustees, and Mr. J. Wilson was the first Teacher engaged for the new School. Afterwards three Teachers were required, and to-day we have five Teachers on the staff, with Mr. A. F. Hare as Principal.

The present Board of Trustees erected, during the past Summer of 1909, a two roomed addition to the School, at a cost of about forty-six hundred dollars ($4,600), including equipment. This accommodation was required to carry on Continuation Class work, and thus the Educational wants of Tilbury are sufficiently supplied in the meantime.

TILBURY, January 22nd, 1910. J. FERGUSON, *Secretary-Treasurer.*

ESTABLISHMENT OF THE SCHOOLS OF ST. MARY'S, AND THEIR PROGRESS.

Of the first fifteen years of St. Mary's School history it is difficult to get authentic information. The first Settlers reached St. Mary's in the early forties, and for a few years no regular Schools were organized, but two, or three, Teachers conducted what might perhaps be called Private Schools, being paid probably by Fees, according to the number of Pupils.

Mr. Thomas Ingersoll came to St. Mary's about 1841, and was one of the first Settlers. He built a house at the corner of Queen and Water Streets, one half of which he used as a dwelling house, and the other half as a Store. For a short time, when it was vacated, Mr. Walter Lilly, who claimed the qualifications of a School Teacher, opened a School in it and taught for a time. Mr. Nicholas Rogers came to St. Mary's in the Autumn of 1842, and for some time conducted a School in his own House. Instead of paying in money for his services, many of the Parents of the Pupils worked on his Farm, or took care of his Stock, while he taught the children.

A School was also conducted for a time on the Site now occupied by the Town Hall, or Library.

A Note in one of the old Minute Books of the School Board indicates that the first regular Public School was organized in 1845, but this is somewhat uncertain. In 1845, the first Building of a permanent character erected for School purposes was built. This was the Stone House still in use at the Corner of James and Queen Streets. It is related that, when the villagers were making efforts to secure the erection of this Building, Mrs. Jones, a Daughter of Bishop Strachan, and Wife of Mr. Thomas Mercer Jones, a land Surveyor, came to the Village with her Husband. In return for the privilege of naming the settlement, which up to that time was known as Little Falls, she contributed £10 sterling to the Building Fund of the School. The Citizens, glad to receive this handsome donation, accepted the name she suggested, and so the Village was named by her St. Mary's; her own name, "Mary," being thus incorporated in the name of the Village.

The Masons who built the Stone Work of this School were two Highland Scotchmen from the Zorras. On its completion it was used for all the more important public functions of the Village, and particularly by the various Denominations as a place of Worship. It continued to be the regular place of

Worship of the Wesleyan Methodists until the erection of their own Church, in 1856, and by the New Connexion Methodists for many years.

Mr. Gordon Meighen, Uncle of Mr. R. Meighen, of Montreal, the prominent flour manufacturer, and Grandfather of Mr. A. Meighen, M.P., of Portage la Prairie, was also a Teacher in this School. He taught for three, or four, years. Doctor Coleman, who owned a block of land, including that now occupied by the Collegiate Institute, taught the Grammar School about this time.

This Stone School House had not been in use many years when overcrowding necessitated the opening of another School, and a Frame Building on the North side of Jones Street, near Peel Street, was used as a Schoolroom, and the Girl Pupils attended here, while the Boys were taught in the Stone School House. This was abandoned in 1855, when the first Town Hall was built.

Three Teachers followed each other in this School—the Misses — Green, — Allen, and Kate Junor. Mr. Bonis taught in the Stone School House, and his Sister in the "Lock-up" and Central School.

The Town Hall of the Village was known as the "Lock-up," because of the presence of the Police Cell in the Ground Floor. The upstairs of the Building was the Assembly Room, and this Room was utilized as a Schoolroom.

On April the 7th, 1858, the Reverend William Caven, afterwards the Principal of Knox College, was appointed Local Superintendent, in place of the Reverend A. Lampman, who resigned.

In 1859, Mr. James Alexander McLellan was appointed Principal of the Public School, at a salary of $700. He remained as Principal until 1860, when he was succeeded by Mr. David Fotheringham, afterwards Inspector of Schools in York County. Mr. Fotheringham remained as Teacher until the end of the year.

Mr. Edgar Frisby was Principal of the Public School for the first half of 1861, at a salary of $600 a year.

At a Public Meeting, held in 1860, the question of the formation of a Grammar School was discussed, and a Committee was appointed to secure information. A Public Meeting was also called to discuss the question. On June the 19th, 1861, Mr. J. A. McLellan was offered the Principalship of the United Common and Grammar School, about to be established, at a salary of $700, and in July, 1861, the first meeting of the United Board was held. The Staff of Teachers consisted of Mr. J. A. McLellan, Principal of the United School, and Mr. Edgar Frisby, first Teacher, in the Common School. The Misses Augusta Corrigan, Margaret Elliott Moscrip, and Margaret McCorkindale were Assistants.

In September, 1864, Mr. J. A. McLellan, B.A., resigned the Principalship, to go to a Quebec Educational Institution. That his services were appreciated is evidenced by the efforts made to retain him, and by the very flattering Testimonial given him on leaving by the United Board of School Trustees.

In January, 1863, the Grammar School was declared to be free to residents. To non-residents the charge was $2.00 per Quarter. This latter Fee ceased to be charged in 1866.

Early in 1864, a motion was agreed to by the School Board, instructing a Committee to secure a Site for a School House on the West side of the River. This was not done, but a Room was secured in the Old Town Hall. The efforts of those seeking to establish a School in the West Ward were, however, successful in 1865. In the Autumn of that year two Rooms were secured and a School was opened which is still in use. Mr. Joseph Leggett was Mr. McLellan's Successor, but he resigned in May, 1886, and was followed by Mr. Charles H. Mockbridge.

In November, 1863, steps were taken to form a Circuit for a Board of Examiners, with St. Mary's as an examination centre.

In August, 1866, Mr. Charles H. Clarkson, afterwards Principal of Seaforth Collegiate Institute, was engaged as a Teacher on the Staff. Mr. Kenneth Junor was also engaged as Teacher about this time.

In June, 1867, overcrowding again necessitated the securing of an additional Room, and the Oddfellows Hall was rented for $4.00 per month. This Hall was in almost constant use as a School House until the Building of what is now the Collegiate Institute.

The Reverend D. Waters, LL.D., succeeded Doctor Harrison as Local Superintendent in 1871, and he retained the position until 1874, when he removed to St. John, N.B. In 1871 his title was changed to that of Inspector of Schools. On his removal, Mr. William Alexander was appointed Inspector, but resigned in 1877. He was again appointed in 1883. In the Frame School House, or subsequently in the "Lock-up," Miss Allen, daughter of a prominent Pioneer of Zorra, and the Misses Green, Kate Junor, E. Cruttendon, and Frances Bonis, probably taught School in St. Mary's,—Miss Cruttendon being the Teacher at the time when the Corner Stone of the New Central School was laid, and Miss Bonis at the time of the opening of the School.

When the Central School was opened, the Room in the "Lock-up" ceased to be used for a School, but it was secured again in 1866, and, except at short intervals, has been in use as a Schoolroom until its demolition in 1908, to make way for a new Railway.

The Stone School House was sold in 1857, and $400 were received in payment for it. The Grounds were larger than at present, and, after the sale of the Building, one or two, portions of the property were sold by the Board. This Building was used exclusively for Church purposes for a number of years, but after the union of the Methodist Churches it was again rented as a School House, and has been used as such continuously ever since.

The authentic records of the Schools are almost complete from June the 25th, 1856. At that date the question was under discussion of providing further School accommodations. The Stone School House and the "Lock-up" being the only Buildings then in use as Schools.

A public meeting was held in 1856 to discuss the question of a suitable Site for the proposed new School. At this Meeting the Site chosen was on the Corner of Mr. Tracy's Farm, and here, in the following year, the School House was built. The Corner Stone was laid on July the 29th, 1857, with considerable ceremony. Miss Cruttendon was at that time Teacher of about 100 Girls at the old Town Hall, or "Lock-up" School, and Mr. Donaldson taught the Boys in the Stone School House.

In 1857 Mr. Brink, the Chairman, Mr. L. Cruttendon, Secretary, and Messieurs D. A. Robertson, Samuel Fraleigh, and A. M. German constituted the Building Committee. The Reverend Archibald Lampman, Father of our Canadian Poet, was Local Superintendent of Schools. On March the 1st, 1858, the first Lesson was taught in the new School House. This Building has been continuously in use as a School House ever since, with scarcely any change in form or arrangement. Mr. J. W. Poole was Principal at the time of the opening, and Miss Bonis, Assistant, the former receiving £120 and the latter £65 per annum. The Stone School House was sold shortly afterwards, and the Room in the old

Town Hall given up, all the pupils being accommodated in the new Central School House.

The Question of separating the Grammar and Common Schools was first discussion in 1870, but the separation was not made until the close of 1874. The want of sufficient accommodation was discussed by the Board of 1873; and, in 1874, a new four Room School House was determined upon, and built. An additional Room was added to the West Ward School House in the same year.

The dissolving of the union between the Grammar and Public Schools was finally agreed upon in November, 1874, and went into effect at the close of the year. Mr. William Tytler, B.A., who had been appointed Principal of the United School in November, 1868, was the first Principal of the High School. Mr. Tytler is now Inspector of Schools in Guelph. Mr. George Moir, who has received his appointment as Teacher in the Senior Division of the Public School in July, 1873, was the first Principal of the Public Schools, after the dissolution of the union. Mr. J. W. Poole was the first Chairman of the High School Board, and Mr. William Currie first Chairman of the Public School Board.

Since their erection the Central and the West Ward Schools have been in constant use, and, for the greater part of the time until its abandonment in 1908, the "Lock-up" School was used as a teaching Room. The Stone School House at the Corner of James and Queen Streets was sold when the Central School House was built, but was rented again in the eighties, and has been continuously in use ever since.

About eight, or nine, years ago the Grounds of the Central School were enlarged by the buying of two adjoining Lots. In 1909, further accommodation was required, but, when a By-law to raise the money to build a new School House to accommodate all the Town Pupils was proposed, it was defeated by the Ratepayers; an additional Room was, therefore, secured, by renting an old Stone Shop on Wellington Street, and converting it into a School-Room.

Since the year 1900, the following gentlemen have occupied the position of Chairman of the Trustee Board: For the years 1900 and 1901, Mr. A. H. Lofft; 1902, 1903, and 1904, Mr. T. D. Stanley; 1905, 1906, Mr. T. Bennett; 1907, 1908, Mr. J. Ready; 1909, 1910, Dr. J. R. Stanley.

Mr. A. Carman, who was appointed Secretary in January, 1895, still occupies that position. Previous to Mr. Carman, after the separation of the High and Public School Boards, the following gentlemen have held this position: Mr. R. Barbour, who received his appointment in November, 1864, and continued in the office until March, 1877. He was followed by Mr. George Moir, the Principal, who held the position until the close of 1880. He was succeeded by Mr. N. E. Birtch, who continued in office until Mr. Carman's appointment at the beginning of 1895.

The position of Treasurer of the Board was held for many years by Mr. E. Long. He was Treasurer in 1857, at the time of the earliest available records, and probably for some years previously, and held the position continuously until his death in January, 1902. At a meeting on January the 15th, 1902, a Resolution of sympathy with the relatives of Mr. Long was passed by the Board. It also expressed the high appreciation of the Board for his long and efficient services. After his death, his Daughter, Miss M. E. Long, was appointed Treasurer, and still holds that position.

Mr George Moir, who first joined the Teaching Staff of the St. Mary's Schools in August, 1873, became Principal on January the 1st, 1875, and con-

tinued in that position until November the 1st, 1883, when he was succeeded by Mr. J. W. Laird. Mr. Laird resigned at the close of 1893, and was followed by Mr. W. D. Spence.

On January the 1st, 1907, Mr. Spence was granted leave of absence, on account of ill-health, and Mr. Peter Gowans and Miss K. Rice, B.A., were acting Principals until the Autumn of 1907, when Mr. D. G. Anderson, the present Principal, was appointed. Among the Teachers who are now on the Staff, and who have served for a considerable length of time, are: Mrs. Atkinson, (formerly Miss R. Barbour), taught in the School in the early seventies, followed by the Misses E. G. Mitchell, L. F. Ingersoll, F. Webster, and B. J. Hamilton.

Mr. William Alexander was appointed Public School Inspector of St. Mary's, in December, 1873, on the resignation of the Reverend Doctor Waters. He continued in the office until his resignation was accepted, in December, 1877, when Mr. J. M. Moran, Public School Inspector for the South Riding of Perth, was appointed. In February, 1883, Mr. Alexander was again appointed to the position, which he continued to hold until his death, in 1898. On May the 5th, 1898, Mr. William Irvin, B.A., was appointed School Inspector, and still holds the position.

In 1910, the School Board entered into an agreement with the Council of the County of Perth, by which the School Inspector of the North Riding of that County will be able to devote more time to St. Mary's Schools, and will receive a salary of $1,000 and expenses.

For the past eight, or ten, years it has been the policy of the School Board to make the Teachers' engagements date from the Midsummer, at the which time the annual promotion Examinations are held. The Principal's Salary for 1909-10 is $900, and for the Assistant Teachers, who are all females, from a minimum of $425 to a maximum of $475. There are now ten Teachers, including the Principal, and an average attendance of about 420 Pupils.

On three occasions Committees have been appointed to consider the advisability of building a new School House. Some steps in this direction were taken in 1897, in 1908, and again in 1909, when the matter was put to the test by a vote of the Property Holders on a money By-law for $40,000, but it was defeated. In 1903, the Dormer Property, consisting of two Lots adjoining the School Grounds, was purchased and added to the Grounds. The dwelling thereon was converted into a School House. In 1909, another Room was added by utilizing a workroom in the rear of a Building on Wellington Street. The Stone School House on Queen Street, the first building which was erected purposely as a School House, was vacated in 1906, but was again occupied in 1908, when the old "Lock-up" School House was torn down. Thus the present St. Mary's Public Schools, while excellently supplied with Teachers, consists of ten Rooms in five different Buildings, scattered throughout the Town. As might be expected, from such a detached series of old antiquated buildings, they are very far from furnishing what would be called modern School surroundings. Four, out of five, buildings, and six, out of ten, Rooms, are heated by Stoves, and Ventilation, Lighting, and Heating, for the most part, as well as the Sanitary arrangements, are of a very primitive character. The detached position of the School Rooms renders proper supervision by the Principal impossible. The yearly cost for repairs is also very high, making it doubtful economy to maintain the present unsatisfactory system.

Of the present Board of Trustees, Doctor J. R. Stanley is Chairman, Miss Long is Treasurer and Mr. Carman Secretary, Mr. D. G. Anderson Principal,

and the Misses F. Webster, L. F. Ingersoll, M. Gordon, B. J. Hamilton, C. Waring, E. G. Mitchell, P. Irvine, M. McCamus, and Mrs. Atkinson are his Assistants.

ST. MARY'S, January 25th, 1910. A. CARMAN, *Secretary.*

NOTE.—The St. Mary's *Journal* of March 3rd, 1910, and subsequent numbers have published, in elaborate local detail, a series of articles headed "Our St. Mary's Schools," but the foregoing sketch, furnished by Mr. Carman, the Secretary, affords ample information in regard to the establishment and progress of the Schools of St. Mary's.

THE ESTABLISHMENT AND DEVELOPMENT OF SCHOOLS IN SAULT STE. MARIE.

The first election of Public School Trustees in Sault Sainte Marie took place in the year 1863. The gentlemen elected were Messieurs David Pim, John Cousins, and John Carney. The first Teacher employed was Mr. William Turner, who taught for six years, commencing on the 31st day of August, 1863. The Pupils were for the most part French. Miss Jane Cameron opened a Private School in the year 1865, and taught about three years, when she was employed to teach in the Public School. A small Frame Building was used as the first School House; but, in 1878, the Town built a Brick School House, and employed three Teachers in it. . . .

SAULT SAINTE MARIE, February 16th, 1894. JOHN DAWSON.

A Correspondent at Sault Ste. Marie writes to the Editor as follows:

Previous to the Incorporation of Sault Ste. Marie in 1883 a Four Roomed School House was built. The Town became incorporated in 1887, and in 1889 a new Central School House, containing eight Rooms, was built, six of which were occupied until 1896, when seven Rooms were occupied, and in 1897 the eight was also used. In 1896, a new School House was built, with four Rooms. It is now known as the King Edward School. In 1906 the new School Houses were built; one was called the Campbell School, of eight Rooms, and the other the Alexander Muir School, of three Rooms, in the centre and east of the Town. All the rooms in each are occupied. In the same year the High School House was built, and two years later, in 1908, the Technical School House in connection with it.

SAULT STE. MARIE HIGH SCHOOL AND TECHNICAL INSTITUTE.

It was not until the year 1896 that the increase in School population in Sault Ste. Marie demanded that more accommodation should be provided, and that greater attention should be paid to the needs of the Pupils who had passed the High School Entrance Examination. Of these the majority were obliged, through lack of means, to discontinue their studies and seek employment, while the more favoured few were sent to High Schools and Colleges in Lower Ontario.

From 1896 to 1900 a Continuation Class was formed, under the Principalship of Mr. L. A. Green, and the work of Forms I. and II. of the High School was taken up. The average attendance of Pupils during these years varied from fifteen to thirty-five. In 1900, when the attendance of Pupils increased to forty-

five, a second Teacher was engaged, in the person of Miss P. V. McNeely, and Form III. work was added to the School.

In September, 1902, a High School Board was organized, and took formal possession of the Continuation Department. The Classes were withdrawn from the Public School, and temporary quarters were secured for it above the old Post-Office until such time as the Town could build a High School House. In 1905, with an attendance of sixty-three Pupils, a third Teacher was added to the Staff, and it was found necessary to move into larger quarters, which were secured in the Beck Block, above Mr. R. G. Pratt's Store. In December of this year, Mr. L. A. Green retired to accept the Inspectorship of Algoma District, and his place was taken by Mr. W. B. Race.

Owing to a financial depression the Steel Works were closed down at this time, and the Town's condition did not warrant the expenditure necessary to build and equip a High School. The work was continued in temporary quarters for three years, with a gradually increasing attendance under circumstances of exceptional difficulty. By this time the attendance of Pupils was increased to over a hundred, and a fourth Teacher was engaged, and an extra Room was secured across the Road. This necessitated a going back and forth between classes, and the strong criticism of the High School Inspector resulted in steps being taken at once to provide a suitable building for it.

The Sault Ste. Marie High School is built upon the brow of the Hill overlooking the Town, and is the most conspicuous Building in the two Saults. A Site of about five Acres was purchased, and, in every respect, the space inside and outside forms a marked contrast to the then cramped quarters of the School above the Dry-Goods Store. The School Building is of red Brick, and faces the Rapids of St. Mary's River, presenting a view of surpassing beauty, while to the East is a striking view of the Channel, where the Boats follow one another in quick succession, passing up through the Locks to the broader expanse of Lake Superior. The interior of the Building is beautifully fitted with black Ash and decorated with green Burlap. A most thorough and "up-to-date" heating and fan ventilating system was introduced, and thermostats are used to automatically maintain a given temperature by opening and closing drafts through the medium of electro-magnetically operated devices. The new School was formally opened in October, 1907, by the Honourable Doctor Pyne, Minister of Education.

The Principal had frequently urged upon the School Board the desirability of "technical Education" in a town of such industrial importance as Sault Ste. Marie, and finally got a Committee appointed to visit certain Schools in Lower Ontario and report upon their work and equipment. The result was that the Members became very enthusiastic on the subject. Mr. A. H. Leake came and addressed a Public Meeting on the value and importance of Technical Education, and eventually the Government was appealed to, and the very pressing needs of New Ontario was recognized by a liberal Grant towards the construction of a Technical School in this Town.

The new Building was added as a Wing to the High School, at a cost of twenty-two thousand dollars ($22,000), and was fitted up and equipped to harmonize with the High School Building. It contains well-arranged Metal-Working and Wood-Working Rooms, Mechanical Drawing Room, Domestic Science Room, Pantry, Needle-Working Room, and Dining-Room. In addition to these there are Private Rooms, Lavatories, and Shower Bath Room.

The Metal-Working Room was equipped by Mr. Henry Derrer, a member of the High School Board, and Manager of the Iron Works of the Lake Superior Corporation. Mr. Derrer selected all the machinery, and had it installed by his own expert workmen. The work in this department is being performed in connection with the Iron Works. In this way the work has a practical value, and the Boys know that the work in which they are engaged is not toy-work, but work which is being done under the supervision of an expert, and which will take its place along with the other work of the Steel Corporation.

The Wood-Working Department is also managed by an Expert Workman, and has aroused much enthusiasm among the Boys. The Domestic Science Room is being fitted up at present, and will be in full operation in September.

It is the Principal's aim to introduce also into the School an Assay Plant, so that the Pupils desirous of taking a course in Mining may have an opportunity of learning, during their High School career, something of the various Minerals which are so very abundant in this District of Country.

Thus it will be seen that, since 1896, a very great advance has been made in the educational growth of Sault Ste. Marie. From an attendance of fifteen Pupils, in wretched temporary quarters, to an attendance of over two hundred in a Building costing about Sixty thousand dollars ($60,000), with more than the average educational facilities, is a mark of progress rarely found in new Towns in Ontario. And it is only in accord with the growing importance of New Ontario, towards which all emigrant eyes are turned, that she should keep pace with the educational advancement of the Province, and offer every inducement to outsiders, who might hesitate to leave Old Ontario, or the Western United States, owing to an imagined lack of educational advantages in a new territory.

The Inspecting of Public Schools, which was formerly done by one Inspector (Mr. D. McCaig) assisted by Mr. William Houston, is now divided among six Inspectors, with an average of about 115 Schools under the control of each.

SAULT STE. MARIE, April 11th, 1910. W. B. RACE, *Principal.*

ESTABLISHMENT OF SCHOOLS IN PARIS.

The first School House in Paris was built in 1834 by Mr. Hiram Capron, on River Street, Upper Town. It was conducted as a Common School until 1857, when it became a Grammar School, with Mr. J. W. Acres as Principal.

Prior to 1852 Mr. Patrick Thornton, of Dundas, was Superintendent of Common Schools for this locality. The first Local Superintendent was the Reverend John Dunbar, of Glen Morris.

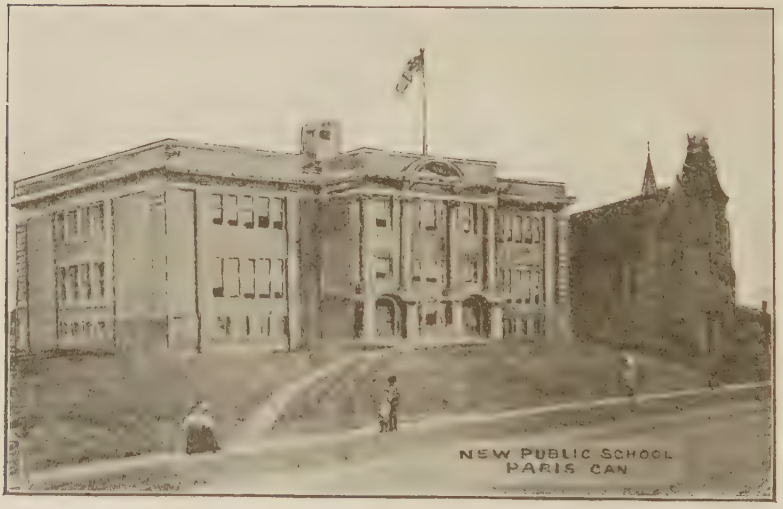
The earliest Teacher was a Toronto lady, who taught at her own house.

The Paris High School House was erected about sixty years ago. It is beautifully situated on the top of a Hill overlooking the Town. Mr. J. W. Acres (Brother of the Lady Principal of the Bishop Strachan School, Toronto) has been Principal for fifty years. Mr. W. N. Bell has been Principal since 1902. The present Staff of Teachers consists of the Principal, one male and two female Assistants. The average attendance of Pupils is about one hundred.

The Central Public School House was erected in 1909, and was opened on the first of September of that year, at a cost of $60,000. It is built of pressed Brick, with stone trimmings. It contains eleven Class Rooms, including Manual

Training, Domestic Science and Kindergarten Rooms, two very large Halls, Library, Principal's Office, and Lady Teachers' Room. There are two large Play

PARIS HIGH SCHOOL.



NEW PUBLIC SCHOOL, PARIS, OPENED SEPTEMBER 1ST, 1909.

Rooms in the Basement for Winter. The modern system of heating and ventilation has been adopted. It has four wide entrances. The present Staff of

Teachers is the Principal, Mr. W. G. Dewey, one male and seven female Assistants. It is quite centrally situated.

OLD SOUTH WARD SCHOOL, PARIS.
Erected about 1850; vacated about 1895; now used as a barn.

The South Ward School was erected about nine years ago. It was built of red Brick. It had two Class Rooms and two Play Rooms in the Basement for Winter, and had a fine Wide Hall. The Teachers were the Misses Inksater and Kate Campbell. It was situated at the south end of the Town and overlooking the Grand River.

KING'S WARD SCHOOL, PARIS, VACATED 1909.

The King's Ward School House was built of White Brick, and contained four Rooms, facing Kingswood Park. It has been in service thirty years. It was

vacated last September, when the new Central School House was opened, and has been since sold to the Militia Department.

The old South Ward School House was an early land mark—the educational starting point of many of our best citizens of to-day. It was vacated as a School House about nine years ago, on the erection of the present South Ward School House. It is not now used.

PARIS, April 23rd, 1910. J. S. ARMITAGE, *Chairman.*

NOTE.—Some years ago the following account of the Paris Schools was sent to me as Editor of the Documentary History of Education in Upper Canada:

In 1850, when Paris became incorporated as a Village, there were two Common Schools, the North and South Schools controlled by the Trustees of the Union School Sections, Number One, South Dumfries, and Number Ten, Brantford Townships. There were two female, and three male Teachers employed in them. In 1853, a Grammar School was established, with Mr. S. Lightburn as Teacher, at a salary of one hundred and fifty pounds per annum. The first Meeting of the Grammar School Trustees was held on the 26th of June, 1853, Doctor R. McCosh, Chairman, and the Reverend Charles Ruttan, Secretary.

In January, 1856, when Paris had become a Town, the first election of Common School Trustees was made for the four Wards into which the Town was divided, two Trustees for each Ward. Mr. Thomas Muir was appointed Principal of the South School, with two lady Assistants; while Mrs. S. Mitchell was continued Principal of the North School, with one Assistant.

On April the 7th, 1857, the Boards of Grammar and Common School Trustees met together and unanimously agreed to form themselves into a Union Board. In July of the same year, Mr. J. W. Acres, the present Principal of the High School, was appointed Head Master of the Union Schools, and continued to hold that position until October the 31st, 1891, when Mr. S. Y. Taylor, the present Principal of the Public Schools, was appointed, while Mr. Acres retained the Headmastership of the High School, where he has been for nearly thirty-seven years.

PARIS UNION SCHOOL.

The Union School House, in which the High School, and the two highest divisions of the Public School meet, was erected in 1858. There are three other Buildings in the Town occupied by Public School Pupils.

PARIS, April 30th, 1894. S. DODSON, *Secretary.*

THE GRAMMAR SCHOOL OF WESTON.

The Grammar School of Weston was opened in August, 1857, and was known as the Weston County Grammar School. The first Headmaster was the Reverend J. B. Logan, M.A.

In 1858, a subscription was circulated and pretty liberally signed; and the late Mr. Rowland Burr undertook the erection of suitable Buildings, and consented to wait for the balance of the subscription money due, which amounted to three htousand one hundred dollars, ($3,100), and which was paid, with interest, to his heirs in 1872.

Mr. Logan continued as Headmaster until December, 1865, and was succeeded by the late Mr. James Hodgson, Father of the High School Inspector. He held the position until 1871, and was succeeded by the Reverend John Somerville, M.A., now of Owen Sound.

In 1871, the name of the School was changed to that of High School District Number One, County of York. Mr. Somerville held the position of Headmaster until January, 1874, and was succeeded by Mr. J. W. Ravelle, B.A. In March, 1875, the Buildings were destroyed by fire, and Mr. Ravelle resigned. Mr. George Wallace, B.A., of Trinity College, Dublin, succeeded him, and the School was re-opened in temporary quarters on the 7th of April. In the meantime, the School Board set about re-erecting the Buildings at once, and a subscription list was circulated, and sufficient money was subscribed, with the insurance of Two thousand dollars, ($2,000), to pay the Contractor. The new School House was opened on the first of January, 1876; and, under Mr. Wallace's charge, soon regained and surpassed its former popularity and usefulness. . . .

WESTON, February 23rd, 1894. JAMES CRUICKSHANK, *Secretary.*

NOTE.—In regard to the Public Schools of Weston, Mr. A. G. Pierson, the Secretary of the Board, in a Letter, dated on the 8th of February, 1910, says:

As none of the present members of the Public School Board have been long on the Board, it was decided to notify you that they are unable to send you the Sketch of the establishment of Schools in Weston and other information desired. We thank you for proposing to include Weston in your special historical Volume on the subject.

THE SCHOOLS OF ARTHUR.

The first Public School in Arthur was built about the year 1850. It was a Frame Building of one room, and was used as a Church, as well as a School. The first Teacher's name was Mr. William Bryant. This new School was built twenty-five years ago, of Brick. It has four Rooms, and is well fitted up with a Furnace and other appliances.

ARTHUR, March 8th, 1910. C. CREIG, *Secretary-Treasurer.*

THE PUBLIC SCHOOLS OF CANNINGTON AND OF BEAVERTON.

Cannington's first School House was built in 1836. For eleven years Mr. Alfred Wyat was Superintendent of Schools for the vicinity. Provision was made in 1874 to establish a High School in Cannington, but the plan was never carried

out. However, in recent years, a good Continuation Class has been carried on in the Public School.

BEAVERTON School was opened in 1839. One of the first Teachers was Mr. David Ross, a Veteran of Waterloo.

BROOKLIN, 28th August, 1909. R. H. WALKS, *Inspector.*

THE SCHOOLS OF CARLETON PLACE.

On the road allowance between the Townships of Beckwith and Ramsay, a School was established in "an unsightly Log Shanty," at a place now in the middle of the Town of Carleton Place. It was taught by Mr. Kent, who was said, notwithstanding the mean pretension of the School House, to have been a good Master.

Previous to 1837, Carleton Place formed part of the Township of Beckwith, in the County of Lanark. After its incorporation the first Teacher of the School was Mr. John Poole. The School Building used by Mr. Poole and others was situated on the principal Street. Later the School Building was changed to another Site. The history of the several Teachers would form interesting reading, but that of one must suffice, namely, Mr. William Comvie. Mr. Comvie came to this Town from Scotland in 1836, and was well educated. The Grammar School was without a Teacher, and Mr. Comvie was appointed to conduct it, and, for many years, remained in charge. His death occurred a few years ago, and many of his old Pupils have pleasant memories of his teaching. According to records produced, salaries were low here as well as elsewhere. One hundred and seventy Dollars being a Teacher's common yearly salary. Many Teachers of the early days are still living, among whom might be mentioned Mr. Samuel G. Crain and Mr. David McPherson. In 1870, the present Public School House was erected, and served High and Public School purposes until the present High School Building was completed. The High School Staff at present consists of four Teachers, with Mr. W. E. Rand as Principal, while the Public School has fourteen Teachers, with Mr. R. J. Robertson as Principal.

CARLETON PLACE, 5th February, 1910. R. J. ROBERTSON, *Principal.*

THE ESTABLISHMENT OF THE SCHOOLS OF RIDGETOWN.

A Short Historical Sketch by Mr. O. K. Watson.

The first School House for Ridgetown was a Log Building, situated on the East corner of Lot Number Seven in the Ninth Concession of Howard Township, County of Kent, almost opposite to the Brick School House, known now as Number Six of Howard. It was opened in 1828, with thirteen children in attendance, two or three of whom still survive. The Teacher's name was Mr. Gowdie, who evidently believed the best way to inculcate intelligence was by the Rod. Children were greatly discouraged after he had been teaching a short time, and little satisfactory work was done. Other Teachers who taught in that School were Miss Sophia Nash, Mr. Alexander McKillop, from Aldborough, and a man by the name of Thompson.

The Teacher was supported by Contributions from the Parents of the Children. Each parent subscribed so many children as there were to send, and at the end of the School term its expenses were divided up into as many parts as there were Children, and each Parent was called upon to pay for the number of Children subscribed, whether they had attended the School or not. There was also a system of "boarding round" on the part of a single Teacher. He would board two weeks at one house where there were two Children attending, three weeks at another house, from which three Pupils would be attending, and so on, the Teacher's board being taken in lieu of that much money.

The qualification of the Teacher seemed to have not been enquired into, further than to know that he was willing to take the position. The next School House was built at the East corner of Lot Number Nine, in the Ninth Concession of Howard, on the Site where now stands the Westland Block, at the corner of Main and Erie Streets. Who the first Teacher was in that School appears in doubt, but Miss Harriet Reed taught there, as did also Mr. Charles E. Scane, afterwards a prosperous Lumber Merchant and Mill Owner here.

That position becoming valuable for business purposes a new School was opened on what is now Town Lot Number Twenty-five, North of York Street, and about the year 1872 a new Wing was added to the School House, and another Teacher was employed. In 1875 the accommodation became too limited, and, in 1876, the Building and Grounds of the Methodist Church on Ebenezer Street were bought by the Public School Board, and what was formerly the Methodist Episcopal Church became the primary Wing of the Public School.

In 1882 a large Brick School House was erected on the South side of Jane Street, in Ward Three; the other School Buildings were abandoned, and it became, and has remained, the only Public School Building in Ridgetown.

This School House is a two-storey Brick Building, with a Basement, containing originally eight Rooms, to which two additional Rooms were added in 1898, making a total of ten teaching Rooms, of which, however, only seven are filled at present with Pupils, and seven Teachers are now employed.

In 1883, the High School was opened with about thirty Pupils in attendance, under the principalship of Mr. G. A. Chase, then of Galt, now of Toronto, and Mr. S. B. Sinclair, then of Ridgetown, but later of the Ottawa Normal School, and afterwards of Quebec, as Assistant. The Grammar School was first held in two Rooms of the Public School, shortly after an old Lodge Building was pressed into service, and these three Rooms continued to be used by the Teachers and Pupils until the erection of the new High School House.

The High School Building is built on the East side of Harold Street. It is a two-storey structure, of Brick, containing Five teaching Rooms, an Examination Room, a Laboratory, and a Reception Room. It was built at an original cost of $12,000. Since then a number of additions have been made to it. Two Cloak Rooms have been added, and a Gymnasium, which, with repairs, must have increased the cost up to $17,000. It is a well equipped Collegiate Institute, with an average attendance of about One hundred and forty Pupils, and has a teaching Staff of five Teachers, and its Pupils are filling prominent positions in many walks of life.

RIDGETOWN, December 20th, 1909. LOU J. HUMMEL, *Secretary.*

Establishment of Schools in Parkhill.

In 1872 the High School was established. Mr. D. A. McMichael, B.A., being the first Principal, and Mr. Stewart the first Assistant.

At the close of 1873, Mr. McMichael resigned his position as Principal, and Mr. Stewart that of Assistant, when Mr. W. W. Rutherford, B.A., was engaged as Principal and Mr. William Newcomb, an Undergraduate of Dublin University, was engaged for a time as Assistant. Then came successively Mr. T. B. Woodhull and Mr. John Tanner as Assistant Teachers, until the midsummer of 1875, when Mr. John Darrach was promoted from being Principal of the Public School to that of Assistant in the High School. Mr. Rutherford and Mr. Darrach held their respective positions in the School until the close of 1878, when the former resigned, with a view of entering upon the study of Law, and the latter, disagreeing with the Board on the question of salary, left to accept a position on the Ottawa City Staff of Public School Teachers. These positions were filled by Mr. E. M. Bigg, M.A., as Principal, and Mr. Daniel Eccles as Assistant Teacher. The latter resigned his position at the close of 1878, and Mr. Darrach was engaged for 1879 as Assistant Teacher, or later, as English and Mathematics Master, a position which he held in the School until he retired from teaching at the close of 1885. He was succeeded by Mr. Parkinson in 1886, and he later by Mr. W. F. May, th School having attained the status of a "Three-Teacher High School." In 1886-7, the Assistant Teachers were Mr. Hincks, B.A., Mr. Rogers and Miss Hichon. In the meantime no change was made in the Principalship of the School until Mr. E. M. Bigg, M.A., resigned his position in 1897.

Mr. Neil McDougal, B.A., was for ten years Principal of the High School, and Mr. D. Andrews, M.A., from January, 1907, to October, 1908. The present Teachers in the High School are A. H. Fairchild, Principal and Specialist in Mathematics and Science, and the Assistant, Miss E. J. Guest, B.A., to whom was assigned Classics, English and History, to Miss A. Hotson, Modern Languages and English, to Miss H. Newton, Commercial subjects.

In July, 1908, Miss Newton retired from the profession, and Miss Lottie B. Burke, B.A., was engaged as Commercial Teacher. Mr. William Dickson was Secretary-Treasurer of the Board of Education for thirty-four years. He was succeeded in office by Mr. W. W. Tait, the present Secretary-Treasurer of the Board of Education.

In 1872 the High School was established, Mr. D. A. McMichael, B.A., being the first Principal. He continued until the end of 1873. On the visit of the Inspector, toward the end of the year, he required that two Teachers must be employed and better accommodation provided. Mr. W. W. Rutherford, B.A., taught from January, 1874, to 1877, four years: Mr. E. M. Bigg, M.A., taught from 1878 to the end of 1896.

Mr. William Dickson was Secretary-Treasurer of the School Board for thirty-four years.

Parkhill, February 8th, 1910. W. W. Tait, *Secretary.*

The Establishment of the Early Schools of Waterdown.

In 1815 there was in Waterdown a Log School House on the south-west corner of Dundas and Mill Streets. The Teacher was Miss Mary Hopkins. A new School House was built in 1827 on the corner of Mr. Grierson's farm. The Writer

was at this School the first day it was opened. It was used for Church purposes by the Methodists on Sunday mornings, and by the Presbyterians in the afternoon, up to about 1843, when those Denominations built churches of their own.

In 1855 a new two-storey stone School House was built, which was afterwards enlarged and is still used.

The Waterdown Public and High School is situated on a beautiful plot of ground on the South-eastern side of the Village, and from it a fine view of the City of Hamilton, of Burlington Bay, and of the Beach may be obtained. The Grounds contain more than three Acres, planted with a number of very fine Shade Trees. This Building—a very substantial structure of Stone—was built in the year 1849 for a Public School. In the year 1857 a concrete addition was made to it, and a Grammar School established. This continued until the year 1871, when it became a High School, with two Teachers. Shortly after its establishment the late Mr. D. H. Hunter was appointed Principal, and, with the late Mr. Bruce, made Waterdown High School one of the best Schools in the Province. It has trained more young men and young women, possibly, than any other School of its size in Ontario to fill various important positions in Canada and the United States than any other.

During the year 1879 another addition was made to it of concrete. Within a few years from this date three High School Teachers were appointed and maintained up to the present time, and four Public School Teachers.

The information I have only dates back to the time I became Treasurer; but, before that time, especially in the early days, from 1857 to 1870, the Minutes of a whole meeting occupied only a very few lines, and the Meetings were few and sometimes far between.

WATERDOWN, March 23rd, 1910. GEORGE ALLISON, *Secretary.*

THE SCHOOLS AT ROCKLAND.

The first Public School in Rockland was established about the year 1860. The Township Council of the Township of Clarence set apart a portion of that Township as a School Section, Number Two Clarence, and a School was erected of rough stone, and was used as such until the year 1883. In 1868, the consequent growth of population necessitated more accommodation, and the old Stone structure was demolished, to make way for the present School House, a Frame Building, which has since been veneered with Brick. In 1905, Rockland became a High School District, and a High School has been built accordingly. It is a substantial Brick veneered Building, two storeys in height.

ROCKLAND, January 13th, 1910. W. T. ERSKINE, *Secretary.*

Rockland, on the Ottawa River, twenty-two miles below the Capital, owes its existence to the Lumber Trade. There are four Schools in Rockland, a Public School, a High School, and two Roman Catholic Separate Schools.

The Public Schbol, known as Public School Number Two of the Township of Clarence, before the incorporation of Rockland in 1887, was established many years prior to that date. It was certainly in existence more than fifty years ago; about which time it was in charge of a Master by the name of Mr. Campbell McNab.

The High School was established in 1905. Its first Master was Mr. H. R. Sidley, B.A.

RUSSELL, February 26th, 1910. W. J. SUMMERBY, *Inspector.*

THE PUBLIC SCHOOL AT WEBBWOOD.

The School at Webbwood of four rooms was built in 1896 of brick, veneered. It is heated by Hot Air. At that time we had only enough pupils to occupy one Room, but, at the present time, we have three Rooms filled; and the time is not far distant when we will occupy the whole School House. The present Staff of Teachers are:—Mr. A. G. Currie, (Principal), Miss M. Davies and Miss B. M. Smith Assistants. The Chairman of the Board is Doctor Jones, Secretary-Treasurer myself.

WEBBWOOD, February 19th, 1910. S. J. HAWKINS, *Secretary-Treasurer.*

THE MOUNT FOREST PUBLIC AND HIGH SCHOOLS.

The Town Plot of Mount Forest was laid out by the Government Surveyor, embracing parts of the Townships of Egremont and Normanby in the County of Grey, and the Township of Arthur in the County of Wellington, and for some time the children living in Mount Forest had to attend the Schools in the School Sections adjoining the Village Plot. As the population grew in size, a School House was erected in the Village, which the children living in the Grey Township part of the Village attended, but those living on the Wellington side of the Town line still had to attend the School in Arthur Township. Mount Forest was incorporated as a Village in 1865, and from that time the history of the Mount Forest Schools dates. The first School House erected in the Town was a small Brick Building upon the land granted by the Crown for School purposes, but this soon became too small for the requirements of the Pupils, and two Ward Schools were opened in the Village, which did good service for some time, when it became necessary to enlarge the accommodation, and more land having been purchased, so as to make the School plot of the size of Two acres, a two storey Building was erected, which was added to from time to time, until the present eight roomed School House was the result. A Mr. David Hammell was the Principal during 1875 and 1876, and he was succeeded by Mr. S. B. Westervelt, who worthily filled the position with credit and ability, until his retirement from the active work of his profession in December, 1896. Mr. Henry Bewell filled the Principal's Chair until December, 1900, when Mr. George Theobald, now of London, received the appointment, and remained in charge until 1908, when he received an offer from the London Board which he accepted. Mr. A. J. Beatty is the present Principal. Owing to the decrease in pupils, on account of the establishment of a Separate School in the Town and other causes, the Board of Education had to reduce the number of teaching Rooms from eight to six, which is the present number in the School.

The High School was instituted by the Board of Trustees and the County Council of the County of Wellington in December, 1877, and Mr. David Yeomans, the Chairman, immediately took steps to put the School in good working order. The first Headmaster was Mr. Joseph Reid, B.A., and one Assistant

Teacher, but, as the attendance increased in numbers, a third Teacher was soon required. The House at first used for the School purposes was a large, Rough Cast Building, which had been erected and used as a Drill Shed and Armoury for the Mount Forest Company of the County Battalion of Volunteers. This building was found to be inconvenient and unsuitable, and the present handsome School House was erected in the year 1887, and opened by Honourable G. W. Ross, the then Minister of Education, in October of that year. The cost of the Building and two Acres and a half of land was about $11,000.

Mr. Reid resigned in July, 1887, and the Board appointed Mr. E. W. Hagarty, B.A., as his successor, who filled the position until July, 1891, when

MOUNT FOREST HIGH SCHOOL.

he resigned and was succeeded by Mr. J. H. Brethour, B.A., who discharged the duties of Head Master until his resignation in December, 1909. Mr. T. E. Speirs, B.A., is the present Principal. The Teaching staff now numbers Four Teachers, including the Principal. A Model School was established in Mount Forest in connection with the Public School in 1877, and placed under the charge of Mr. Westervelt and continued in operation until 1907 when it was withdrawn and closed. It was most successful, and many Teachers throughout the Province who have made their mark in Educational lines, owe much of their success to the careful training they received at the hands of Mr. Westervelt and Mr. Theobald at the Mount Forest Model School.

MOUNT FOREST, January 19th, 1910. M. O. MACGREGOR, *Secretary.*

Establishment of Schools in the Town of Forest.

In 1867, the part of the then unincorporated Village of Forest, lying in the Township of Plympton, was set apart as a School Section, R. R. Dickey, D. Livingston and M. Livingston being the first Trustees. The School was opened on the 1st of March, 1868, with Miss Jane McRae as Teacher. In 1873, the Village of Forest, was incorporated, and the following year the present Central School House was built. Since then two Ward School Houses and a Model School House have been erected. The High School has been in operation for three years, and is doing good work. Mr. James Philp, B.A., was the first Principal, and, on his death in 1892, was succeeded by the present Principal, Mr. A. C. Crosby, M.A.

Forest, March 2nd, 1894. William J. Porte, *Secretary.*

The Establishment of Schools in Wingham.

The first School to be established in Wingham was about the year 1866, when a "Dames" School was started by a Miss Green, afterwards Mrs. Varney, who taught Pupils on payment of a Fee. After a short period a School was started upstairs in Mr. James Srigley's House; and a Teacher, by the name of Mr. William Gallagher, was engaged to teach. This arrangement lasted for one year, when a new School House was built, and a Teacher, Mr. Mundell, taught in it for one year, and was succeeded by Mr. Charles Stuart, who remained three years, and was followed by a Mr. Henderson. During Mr. Henderson's term of teaching, a second Department was added to the School, and a female Teacher was engaged to manage it. Mr. Henderson was succeeded by Mr. Arthur Molesworth (afterwards Sir Arthur Molesworth), who taught for one year, and was followed by Mr. James Ferguson, who taught for ten years and a half. After Mr. Ferguson came Mr. W. E. Groves, now Principal of the Ryerson School in Toronto, who taught for six years, and was followed by Mr. A. H. Musgrove, afterwards M.P.P. for North Huron. After Mr. Musgrove came Mr. Joseph Stalker, the present Teacher. I might add that Mr. Musgrove taught in the School for a period of eighteen and a half years. During Mr. Ferguson's term the School was removed from the old Frame School House, which it had so long occupied, into the present large Brick Building, in which it now is. The School House contains eight Rooms, with space for another Room, if needed. It is heated by Steam, and has in it the latest system of ventilation, the School Board having spent a considerable sum during the past Summer in providing a new ventilating system. The present staff of Teachers consists of Mr. Joseph Stalker, Principal, and the Misses Brock, Reynolds, Farquharson, Cummings, Wilson and Hawkins as Assistants.

Wingham, January 21st, 1910. John F. Groves, Secretary.

The Establishment of Schools in Brighton.

The history of the establishment of the Public School in the Village of Brighton dates back to about the year 1825. A Mr. Wilkinson was the first Teacher, whose name can now be recalled. The School was held in a House on the Corner of Dundas and Alice Streets. In 1835, the School was moved to

the west end of the Village, on the Corner of Ontario and Napoleon Streets for about three years, or until 1838, from there the next move was to a Building on Prince Edward Street. This Building was known for years as the Blue School House—being painted blue. From 1843 until 1848 the School was kept on the Corner of Main and Centre Streets.

In 1848 the present School House was erected on Richardson Street. It was a Brick Building of four Rooms, and was considered "first class" at that time.

The High School in this Village dates from 1849. The late Mr. J. B. Dixon, M.A., was the first Teacher. The Site was on Young Street, in a Building which afterwards became the Presbyterian Church. About the close of Mr. Dixon's term in 1856, two more Rooms were added to the Public School House, and the High School was moved into these Rooms, where it remained until the present High School Building was erected on Prince Edward Street near the centre of the Village in 1884.

The next move contemplated by the Board is the building on a new Site of a commodious and "up-to-date" School Premises for both High and Public Schools, which will be a credit to the Town for years to come.

BRIGHTON, March 5th, 1910. H. J. SCRIPTURE, *Secretary.*

PROGRESS OF EDUCATION IN PORT STANLEY.

As a preface to the History of the Establishment of Schools in our Village, a short account of the place itself might not be uninteresting.

Our Village, nestled in Kettle Creek Valley, numbering at present 800 souls, is historic. It dates its origin from 1812, when Colonel John Bostwick settled under Colonel Talbot, on the Yarmouth side of Kettle Creek, now Port Stanley. Prior to this, Joliet, the French Explorer and Missionary, on returning from official duty at the military and mission stations on the Great Lakes in 1670, stopped at the mouth of Kettle Creek, and, after hiding his canoe, proceeded up its course, thence overland to Burlington Bay. A few years later trading and military parties, under the leadership of the distinguished Frenchmen, La Salle, Tonti, and Perrot, passed along the shores of Lake Erie, but little is known of their visit to that shore. Suffice it to say, that Kettle Creek was long called "Tonti River," and that its Harbour and Course were of great importance in those early days. Again, our Village owes its name to Lord Stanley, father of the late Governor-General of Canada, who was visiting the noted Colonel Talbot at the time settlements were being made there.

The first School House in Port Stanley was built in 1837 on, or near, the present Site of the commodious new Structure which we now have. Its first Teacher was Mr. McDonald. The School House was a Frame Building, and remained intact until 1907, when it was sold and used for a private dwelling. In 1856, the Frame Building gave place to a two-storied Brick building, which was in use until September, 1909, when it was sold and became transformed into a private dwelling. The teachers after Mr. McDonald, and before the Brick School House was built in 1856 were Messieurs Hussie, Burnham, Street, Hamilton, MacNab, and Mallock. The Principals of the School since 1856 have been Messieurs Armstrong, Grote, Cascaden, Brown, Penwarden, Fulton, Meek, Raymond, Broderick, Young, Fleckinstein, McRoberts, Witty, and Killkenny.

The first School Board, after Port Stanley was incorporated in 1874, consisted of Messieurs John Stuart, Chairman; William Gough, Secretary-Treasurer; John Ellison, Burgess, Livingston, and Samuel Edgecombe.

The subject of education, being vital, and the need imperative, to meet the wants of a rapidly increasing population, the Public School Board in 1908 deemed it advisable to build a new School House. Enlarged Grounds were procured adjacent to the present Site, and a modern, comfortable, and commodious new four Roomed School House was erected, at a cost of $12,000. Attention was paid to the comfort of Teachers and Pupils in its design. Fully equipped with an ever-enlarging Library, Physical and Chemical Apparatus, in addition to a separate Basement for Boys and Girls, Play Ground in Winter, wide Corridors, Cement Walks, and good Furnaces, it is truly a modern School Building. The Board deserve the thanks of our citizens for their attention to the most important need of their Village.

The present School Board (1910) consists of Mr. Alexander Taylor, Chairman; Messieurs Walter C. Hawkins, Secretary-Treasurer; W. A. Day, James Arneil, Frank Young, and Henry Jelly, while the Staff of Teachers include Mrs. R. A. Catherwood, Principal, in charge for the past six years; Miss Dora Dredge, Graduate of Toronto University, and Miss Agnes Hepburn.

PORT STANLEY, 1909. ALEXANDER TAYLOR, *Chairman.*

THE ESTABLISHMENT OF SCHOOLS IN ESSEX CENTRE.

The first Public School in Essex Centre was opened in the year 1875, in a little Frame Building on Laird Avenue, owned by Richard Wolie and occupied as a dwelling house, which was then situated on Talbot Street, where Mr. George E. Smith and Company's store now is. The first Teacher was Miss Kelty, (now Mrs. A. J. Green), and the School opened with ten pupils. Part of the present Building was erected in 1875, at a cost of $2,500. In 1883, the Building was found altogether inadequate to accommodate the large attendance, and the front was pulled down and the Building put into its present shape, at a cost of $6,200. Since then an additional expenditure of $1,700 has been made in the way of Seating, Heating, and Plastering. It is now a handsome and commodious Brick Structure, well adapted for the wants of the Town. Mr. C. H. Fuller is Headmaster, and is assisted by four Women Teachers.

The present Headmaster, Mr. C. L. Crassweller, B.A., entered on his duties in October, 1888. The first Assistant was Miss Bald, B.A., now teaching in Brantford Collegiate Institute, who was followed by Messieurs Hurd, J. Marshall, B.A., and R. Gourlay, B.A. Mr. R. P. McKay, the present first Assistant, has been here since October last. In January, 1889, owing to increased attendance and more advanced work, the Board found it necessary to appoint a third Teacher, and their choice fell on Miss C. Hardy, of St. Catharines, who commenced work in February. Mr. Seath, High School Inspector, after his last visit, gave a very favourable official report, saying that in Mr. Crassweller the Board had secured an excellent Headmaster, and that he had also formed a very favourable opinion of the work of Mr. McKay, the only Assistant engaged at that time. Classes are now studying for First, Second, and Third Class Teachers' Certificates; also for matriculation to Toronto, and Queen's Universi-

ties, and for entrance to the School of Practical Science. One of the important features of the School is the Literary Society, which has already done much to train its members in public speaking, reading, etcetera.

HIGH SCHOOL OF ESSEX.—This, which four years ago was but an experiment, is now one of the established Institutions of the Town. It was opened in September, 1885, with an attendance of eleven Pupils; now the number on the Register is Seventy-five, and the average attendance is Sixty-six. The first School Board consisted of Messieurs James Naylor, as Chairman; J. S. Laird, Secretary; George J. Thomas, Treasurer; A. E. Jones, John Milne, and W. H. Russell, who all held office until last January, when Mr. Laird retired, and was succeeded by Mr. A. H. Clark. To their untiring energy and enthusiasm the success of the School is mainly due, and those who know the difficulties they have had to contend with will give them no stinted praise. The school work was commenced in the Frame Church Building now occupied by the Baptists, but arrangements were speedily made to put up a School Building adequate to the future requirements of the Town. The original intention was to build one, at a cost of about $5,000, but, at the desire of the High School Inspector, the Board appointed Messieurs Thomas and Russell as a Committee to visit a number of High Schools and report before building; and these gentlemen, after visiting Chatham, Dutton, Ridgetown, Petrolea, Sarnia, and Port Huron, returned, fully convinced that nothing suitable to such a prosperous Town as Essex could be built for less than $8,000. The plans for the present handsome Building were prepared by Mr. Alexander Laing, and the Contract carried out by Mr. D. Welsh. It is of red Brick, 64x67 feet, two storeys in height, with three Class Rooms in each storey. It has a first-class Basement and large Attic, and will accommodate, if necessary, over two hundred Pupils. It was put up so as to comply completely with all the Departmental requirements, as to Light, Heating, and Ventilation, and is graded first-class almost in every particular. At present only three Rooms are occupied, the upper storey being unfinished. So far the cost has been about $8,500, and, when completed, will probably be about $10,000. The School Grounds, over three acres, were given by Captain A. E. Jones. As the School Building has been open less than six months, the Grounds are yet somewhat rough, but arrangements have been made to grade them properly and plant them with evergreens, Maple, Elm, Ash, and Basswood Trees. Much of the early success of the School was due to the ability, tact, and energy of the first Head Master, Mr. A. Weir, B.A., who resigned in October, 1887, to study law. He was succeeded by Mr. L. A. Kennedy, B.A., who left in 1888 to take the Headmastership of Farmersville High School.

THE PUBLIC SCHOOLS OF MIDLAND.

A public meeting of the Ratepayers of Union School Section Number Two, Midland and Tay, was held on January 4th, 1874, for the purpose of electing three Trustees for the Town School Section.

In April of the same year the offer of Mr. A. Thompson of two Lots for a School Site for the sum of $100 was accepted, and is the Site of the present East Ward, or Manley Street School. One thousand dollars was borrowed by the issue of debentures for the erection of a two roomed School House. While the building was being erected, an old Log House was used for School purposes, and

Miss Ann Clark was Midland's first Teacher. The attendance increased in a short time to such a degree that it was found necessary to engage an Assistant in the person of Miss Ross, of Barrie.

The following year Mr. T. C. Wilson was appointed Principal of the School, with Miss Taylor, of Orillia, as Assistant. In 1878 Mr. J. W. Delaney became Principal, and continued as such until the midsummer of 1880. During 1879 an additional two Rooms were added to the first Building.

Following Mr. Delaney's resignation, Mr. Drinnan was engaged as Principal, but he resigned in October of the same year, when Mr. A. C. Osborne became Principal, he remaining only to the end of the year. In January, 1881, Mr. J. M. Heacock became Principal, and associated with him were the Misses M. Parsons, E. Stewart, and J. McLandress.

In January, 1882, Mr. Thomas I. Trueman became Principal, and continued as such until March, 1896, at which time Mr. A. McKee became Principal, and has occupied the position until the present time.

In 1885, the four Rooms of the School House had become so overcrowded that it was found necessary to open a Room in the Baptist Church. In 1887, a Room was procured, as temporary quarters, for an overflow Room until proper accommodation was procured. In 1888 a beautiful Site was purchased from the Midland Land Company on the West side of the Town, and steps were taken to erect thereon a four-roomed School House, but, before the lapse of two years, the Schools were again overcrowded, and in February, 1900, the contract for a four Roomed addition was let. In the year 1907, the old wooden Building on the East side of the Town was replaced by a beautiful modern Building of eight Rooms. The School Board have now in their employment eighteen Teachers.

MIDLAND, February 1st, 1910. THOMAS J. TRUEMAN, *Secretary.*

THE ESTABLISHMENT OF SCHOOLS IN SEAFORTH.

The School System first was organized in Seaforth about the end of the year 1860, and was held for a short time in a private house, on the east side of Goderich Street. In the beginning of January, 1867, Mr. J. H. Colborne, now a Merchant of Goderich, was engaged as the first Principal, and the School commenced with about forty Pupils on the School Roll.

Doctor Coleman, Mr. Julius Duncan, and Mr. Thomas Johnstone composed the first Board of Trustees. In the Summer of the same year, the first Public School House was built, and a charge of Forty-five cents per pupil, payable quarterly, was charged to each of the Pupils then in attendance.

The first Principal of the new School was Mr. Archibald Dewar, with Miss Guthrie as an Assistant. In the year 1868, Seaforth was made an Incorporated Village, and, owing to its increased population, four Teachers were employed, and an addition was also built to the School House so as to provide further accommodation. In the year 1872, another addition was made to the School, and Mr. Dewar, having been appointed Inspector of Public Schools for North Huron, a Mr. W. O'Connor was appointed Principal, and continued to act as such for one year. In the year 1874, Mr. Burchart was appointed Principal, but remained only one year, when Mr. L. L. McFaul was appointed Principal, and remained in this position for Twenty-eight years. In the year 1875, another addition was made to the School House, and in the year 1889 it was found necessary to make

a still further addition of two rooms to the School House, thus making the original Building an eight roomed School, at which state it now remains, although, on account of a Separate School being built some few years ago, the School was reduced by two rooms and the teaching staff to the Principal and five Assistants. After Mr. McFaul's resignation as Principal, Mr. W. J. Moffat was appointed, and held that position for seven years and a half. In the Summer of 1909, Mr. J. T. Curtis was appointed Principal, and who along with the Misses MacKay, Wiseman, Govenlock, Best, and Bethune compose the present teaching Staff.

It is a somewhat remarkable coincidence that during all these years only two Secretaries have had charge of affairs for the Board, Mr. William Ballantyne, at present a much esteemed resident of Seaforth, having served as Secretary of the Board for about Thirty-five years and the present Secretary, Mr. John Rankin, having served for nearly eight years. The present Board of Trustees is composed of Mr. A. D. Sutherland, Chairman; Messieurs J. H. Reid, William Ament, William Crich, W. D. McLean, and John Rankin, Secretary-Treasurer.

During the Summer of 1908, the School House was thoroughly overhauled and remodelled and brought "up to date," and the Grounds surrounding the School House were ploughed up and seeded to grass and the lawn border planted with Flower Beds, making one of the most modern School premises and the neatest School Grounds in this part of the Province.

SEAFORTH, 29th January, 1910. JOHN RANKIN, *Secretary-Treasurer.*

THE PUBLIC SCHOOLS OF PORTSMOUTH.

The incorporated Village of Portsmouth, in the County of Frontenac, formerly called Hatter's Bay, or School Section Number One of the Midland District, lies on the Shore of Lake Ontario, two miles west of the City of Kingston.

The first Public School was opened in a private Dwelling in the year 1815, and presided over by a Mrs. Mosier. It was moved shortly afterwards to a Building on the Hill, opposite to the north Gate of the Penitentiary. It was called the "Blue School House," (it being painted blue,) and had been used as a Blacksmith Shop for a Cavalry Troop stationed here. It was taught by a Mr. Stratton. In 1850, a new Stone School House was erected on the western side of the Village, with Seats for Sixty Pupils. Its first Teacher was Mr. Thomas Baker. The Trustees were Messieurs James Schroder, Robert Brash, and William Mudie. Mr. William Graham was Secretary-Treasurer, and continued so until his death, in 1895. The position is now held by his Son. In 1886, the School House was enlarged by the addition of a L-shaped Wing, so as to treble its capacity, and it is now composed of two larger Class Rooms, with Cloak Rooms, etcetera. There are 120 Pupils enrolled. The School Room is well equipped with Maps, Slate Blackboards, Charts, etcetera. It has a good Library of about four hundred Volumes. It is now styled an Urban School, and, a few years ago, secured a certificate for its good equipment,—being one of the three best furnished Schools in the County. Two Teachers are engaged, one receiving $400 and the other $300 a year, both holding Second Class Certificates, and having several years experience.

The taxable property of the Village has been continually reduced by the Provincial Authorities buying up the land to the West for the use of the Rock

wood Hospital for the Insane, and on the east by the Dominion Government purchasing land for use of the Penitentiary, until now Portsmouth is a mere strip of a Village between the two Institutions.

The Village possesses a fine Bay, or Harbour, protected by a Government Pier, with a good depth of water, which would make a good Site for manufacturies desiring good shipping facilities. In 1864-67, thirteen large ocean-going ships were built here.

PORTSMOUTH, February 21st, 1910. THOMAS F. GRAHAM, *Secretary.*

THE BRAMPTON SCHOOLS.

A Private School was kept in Brampton by Doctor Johnson for Boys and Girls in 1837, and, about 1840, a School for Boys was kept by Mr. Darby, and a School for both sexes by a Mrs. Holmes.

The Grammar School of Brampton appears to have been in existence in 1856. The Public Schools came into operation on its first establishment as a separate Municipality in 1853.

BRAMPTON, May 7th, 1894. HENRY ROBERTS, *Secretary-Treasurer.*

THE ESTABLISHMENT OF A GRAMMAR SCHOOL IN MARKHAM.

The Markham Grammar School was established in January, 1858, of which Mr. E. T. Crowle, Ph.D., was the first Headmaster, and who held the position for seventeen years. The Village was not then incorporated. It contained about one thousand inhabitants, which is nearly the present number.

There being no available funds to maintain the Grammar School, the Board of Trustees rented the Temperance Hall for its use. There was no School furniture in it, and the Pupils sat on borrowed Forms, and had no Desks or Tables. Someone kindly presented a Chair to the Master, and another friend lent him a Table.

Senator David Reesor was the chief promoter of the School, and was also the only donator of money for the purchase of Maps and Apparatus.

The Trustees would guarantee no salary to the Master, so that he had to depend upon the pupils' fees and the Government Grant,—less the rent of the Hall, and Fuel. Such was the financial condition of the School at the first. But the County soon afterwards made an annual grant of Two hundred dollars to the Trustees, with which they afterwards paid the Rent, and bought the Fuel. They also purchased School furniture and Maps, and eventually a School Building was erected and ample School Grounds provided.

In 1864, Doctor Crowle resigned. The number of Pupils was then forty-nine, and the total income of the School eleven hundred and fifty dollars. Mr. W. Hutton, M.A., was Headmaster for four years, and was succeeded by Mr. J. H. Hughes, B.A., for two years. Doctor Crowle became Headmaster a second time in January, 1873.

In 1872, the School became a two-Master High School, and Mr. F. A. Reesor, B.A., (one of its first Pupils,) a Medallist, and a holder of a Scholarship in Toronto University, became Mathematical Master.

Up to 1876, the School was self-sustaining, as regards salaries and working expenses.

MARKHAM, May 29th, 1896. EDWARD T. CROWLE, *Master.*

THE SCHOOLS IN PARRY SOUND.

About 1867, before the incorporation of the Township of McDougall, the first School in what is now Parry Sound was commenced, and the expenses were defrayed by subscription. The School House and Site were gratuitously furnished by Mr. William Beatty. The Township of McDougall was incorporated into a municipality in 1871, when this Village was formed into a regular School Section as Number One, McDougall. At first one Teacher was employed, but, in 1874, a second Room was found necessary, and was added to the School Staff.

PARRY SOUND, May 8th, 1894. J. M. ANSLEY, *Postmaster.*

THE SCHOOLS OF GRAVENHURST.

In our High School we have a Principal and two Assistants. In our Central Public School we have a Principal and five Assistants. We also have a North Ward Public School, consisting of a Junior Department, and here we have one Teacher, also a West Ward Public School, consisting of a Junior and Senior Department, and in it we have two Teachers.

GRAVENHURST, December 31st, 1909. ROBERT R. STANLEY, *Secretary.*

THE SCHOOLS OF UXBRIDGE.

The Grammar School was first established in Uxbridge in 1859, or 1860, and the School was held in the upstairs portion of a shop on Main Street The first Teacher was a Mr. Evans. I cannot get any very definite information of the School of the early days. I may say that the Public School was opened in the year 1844, or 1845, and Mr. Ballard was its first Teacher.

UXBRIDGE, January 20th, 1910. H. BASCOM, *Secretary-Treasurer.*

THE SCHOOLS IN COLBORNE.

I have personally read the Minutes of the Village of Colborne, from the time of its incorporation as a separate Municipality until the time I was a student in the High School here, and find no reference to the organization of either High or Public Schools in this Municipality. The matter has twice been brought to the attention of the School Board here. But they know nothing about it, as the Public Schools were undoubtedly established here before any of this generation were alive, and, I believe, before the year 1800.

COLBORNE, March 9th, 1910. A. A. GOULD.

ESTABLISHMENT OF THE PARKHILL PUBLIC SCHOOLS.

We have a Public, a Separate, and a High School in Parkhill. Mr. Cornelius East, of McGillivray, taught the first School, when Parkhill was incorporated as a Village. Miss Margaret Burns was his Assistant. There was an attendance of one hundred pupils on the first day of opening. The School was first held in Whitmore's Hall, on King Street, and afterwards in the Drill Shed, on

Mill Street, which was just built. Mr. East afterwards studied Medicine and practised in Forest, where he died, in 1884. The School History of Parkhill begins when, as a hamlet, it was part of School Section Number Six of West Williams Township, and having its School House on the eightieth Concession, at its intersection with Westwood, now Queen Street, at the close of the sixties.

The old Frame School House, where in 1870 the late Mr. William Ross, (afterwards Public School Inspector in a neighbouring County and later a Barrister in Winnipeg,) was the Teacher. To this School the children of Parkhill, (or Westwood,) went for instruction in the years between 1867 and 1870.

In 1870, steps were taken to build a new School House in Parkhill, and to have the Village incorporated. The School House, (now the south wing of the present Public School Building,) was completed in time for use at the beginning of 1871, with Mr. D. M. McKay as Teacher.

After the incorporation of the Village, January 1st, 1872, a Provisional School Board was elected, consisting of Messieurs Simon McLeod, T. A. Maybury, Willliam Dickson, Charles D. Munro, and Doctors Caw and McAlpine. Mr. John Darrach was Principal and Miss Janet Smith Assistant. They had over three hundred Pupils at the end of the year. Mr. Simon McLeod, the first Reeve of the Village, and others, had taken the necessary steps for the establishment of a High School, which was opened on October the 4th, 1872. At Midsummer of that year, Mr. D. A. McMichael, B.A., was engaged as Principal of the High School.

For a short time Mr. William Porte, Senior Pupil of the High School, acted as Assistant, owing to the increase of the School population and the establishment of the High School. In 1872, it became necessary to provide more School accommodation. The North Wing of the Public School Building was completed in 1873-4. In the interval the School Room of the Baptist Church was rented and used for the Junior Department of the Public School. But even this additional Room did not suffice, and it was found necessary to establish a Ward School for the Primary Pupils, first in Main Street in the Building, subsequently vacated, and the School was then taught in the old St. Andrew's Church Building, which was bought by the School Board for the purpose. The Ward School was continued there until the completion of the present High School Building on Broadway Street in 1887-8, where the Rooms formerly used for High School purposes became available for the needs of the Public School, but are now used for the Commercial Department.

After Mr. Darrach's promotion to Assistant in the High School in 1875, Mr. Lafayette Walsh became his successor as Headmaster of the Public School. He resigned, and was succeeded in 1876 by Mr. Thomas O. Allen, who, owing to ill-health, resigned in 1880. He was followed by Mr. W. S. McBrayne, who resigned in 1884. His Successor was Mr. A. B. Gilbert, who was superannuated, and was succeeded by Messieurs Brown, (who taught for six and one half years), William Dawson, (who taught for five and one half years), and Mr. H. V. Laughton, who taught for three years.

Among the names of the Teachers recalled, and who should be held in grateful remembrance by many residents for their self-denying labours are the Misses Janet Smith, — Armstrong, — Grant, — Baker, Maggie Porte, Helen Murray, Louisa Zapfe, — Edwards, — Stewart, Rachael Niblock, Eva Burns, — MacKay, — Sutton, — Blair, Ida Taylor, Bertha Shoults, Minnie Mulvaney, — Johnson, — Baxter, — McArthur, M. J. Cluness, — Judith, and Belle

Magladery, — Aitken, — Hamilton, Abbie Graham, Euphemia Summers, and K. McLeod.

Miss Kessac was one of the first Teachers of the Eighth School; afterwards Mr. James Ross, who was Teacher at the time of the incorporation of Parkhill as a Village. The present Teachers of the Public School are, Mr. James H. Mahon, Principal, who was a Pupil of the High School, and who taught five years prior to his appointment as Principal in 1907. Miss K. McLeod, first Assistant, has been twenty-five years a Teacher; Miss L. Fletcher, and Miss A. Turner were also Teachers.

PARKHILL, February 8th, 1910. W. W. TAIT, *Secretary.*

SCHOOL PROGRESS AT ALEXANDRIA.

From 1849 up to, and including, 1861, (12 years,) our School seems to have run smoothly, considering the local conditions prevailing at that time. From 1861 until 1866 I would infer the School was closed. It was apparently reorganized in 1886 and 1887, when Alexandria became a Village, and the School at that time was known as Number Ten School Section, in the Village of Alexandria. The Teachers' Salaries up to that date were paid by voluntary subscription and School Assessment.

In 1885, a new School House was erected, at a cost of $865. In 1895, the present School House was erected, at a cost of $2,800. This Building was solid Brick. Only one Teacher was employed, but, after that date, up to, and including, the present year, two Teachers are employed. The School is situated in the centre of the Town, and has commodious Grounds.

ALEXANDRIA, January 15th, 1910. G. W. SHEPHERD, *Secretary.*

THE PUBLIC SCHOOLS OF CALEDONIA.

The Village of Caledonia is divided by nature into three parts, the main part on the North Side of the Grand River, a suburb about a half mile East, and another on the South Side of the River. The Eastern Part, once called Seneca, was the most populous School Section of the Village from 1840 to 1860. In 1848, each School Section of the Village had a Common School, but the Schools on the South side of the River and at Seneca were destroyed by fire sometime between 1850 and 1860. The Caledonia Public School, in what is now the main part of the Town, was built of Wood about 1840. Part of it was used at that time for a Grammar School. The School House was also used as a place for Worship until 1848, when two Town Churches were built.

When the other Schools were burnt, the Pupils attended the Caledonia School, making it necessary to have some of the Classes in another Building.

To relieve the congestion caused by this, a new Brick School House was erected between 1852 and 1860. It had two Rooms below, and two in the upper storey, the Rooms above being given to the Grammar School. This arrangement continued from 1872 until 1877, when a large Wing of four Rooms was added to the Grammar School, leaving the whole of the original Building for the Public School. Since that time there has been no change. All the "old timers" agree that a Mr. Hewitt was the first Teacher in the old Caledonia School.

CALEDONIA, March 17th, 1910. B. E. FRENCH, *Secretary.*

The Public Schools of Huntsville.

About 1875, Huntsville, being part of the Township of Chaffey, a Log School House was built in the east end of the Present Town.

This School served for the use of the School Section until 1886, when it was found that it would not accommodate the largely increasing number of Pupils. At that time, it was decided to organize Huntsville as a Village. That organization took place in September 1886, and the Village, for educational purposes, was separated from the Township,—the Village still occupying the Old Log School House with a Principal and one lady Assistant. The School House was soon found inadequate, so it was decided to build another.

The Site on the west side of the Town is beautifully situated on a two acre Lot, in the centre of the Town. Upon this Site in 1887 a four-roomed, Frame School House was built, (with two large Halls and Basement).

The Village increased in size so rapidly that in 1895 the School Board had to rent one of the Sunday Schools, and engage another Teacher. In order to get

HUNTSVILLE PUBLIC SCHOOL.

more teaching space, it was decided to turn two large Halls of the School House into two Rooms, and this was done in 1896.

In the West end of the Village, it was found that there were many young children in the First and Second Books, and the distance, (over a mile), from the Central School, was too far for them to walk through the snow in Winter, so the Board decided to build a one-roomed Brick School House, which was done, and the School was opened in the Fall of 1899.

In 1900, Huntsville became a Town. The population (at least the younger part of it) was still on the increase; so that in 1902 it was found that the Central and West-Ward Schools could not accommodate the Pupils.

The Sunday School House was once more rented, and another Teacher engaged, so that we had now eight Teachers,—two male and six female. More room was again needed, so that, in 1904, Teachers for a ten-roomed School House, with "up to date" Heating and Ventilation apparatus, was called for. In May, 1905, this handsome and well equipped School House was opened for Pupils. And the old Central School was transferred to the Council.

We have now ten teachers, nine at the new Central School, and one at the West-Ward School. Four Teachers are First Professionals and six are Second Professionals. The Principal, Mr. A. C. Beemath, (who has occupied this position

since 1900), and his first lady Assistant, are occupied solely with continuation Work, and our School stands in the A1 Class.

The total cost of Education in 1886 was $900; now, in 1910, the Estimate is $7,350.00.

WILLIAM RANDLESON, *Secretary-Treasurer.*

HUNTSVILLE, January 24th, 1910.

THE SCHOOLS OF SUDBURY.

The first School established in this part of New Ontario was organized in the Spring of 1888, as School Section Number One in the Township of McKim, with Miss Nellie Green as Teacher, and Messieurs Robert Finlay, George Thomson and Frederick Ayre formed the Board of School Trustees. In August, 1888, Mr. S. E. Wright was engaged as Teacher, and continued as Principal until 1894. In 1890, the School was divided into Public and Separate Schools,—each afterwards building a new School House,—the Public School House being a two roomed Frame Building, situated in the West End of Sudbury, near the Court House, and Miss Catherine Thomson was engaged as Assistant Teacher. Sudbury was incorporated as a Town in 1892, by special Act of the Legislature, and School Section Number one McKim then became the Public School of the Town of Sudbury, and, by the Act of Incorporation, its Public School Board was increased to six Members; two from each Ward of the Town. By 1896, the Town had grown sufficiently large to necessitate the engagement of another Teacher on the Staff, so the Board had an addition built to the School House large enough to make two more Rooms, one of which was opened after the Midsummer Holidays, and the remaining Room was opened on January 1st, 1899, thus occupying all available space in the old Building. This was sufficient until 1905, by which time the Town had again outgrown its School accommodation. The old School Site was disposed of, and a new one acquired in a more central position, on which the Board proceeded to erect the present eight roomed Brick School House, at a cost of $22,000. The New Building, which is "up to date" in every respect, was completed and ready for occupation at the Easter Holiday of 1906, when it was opened,—five Rooms being occupied.

Since then it has been necessary to engage an additional Teacher every year, until at present time each Room is occupied by one Teacher and an extra Room was finished off in the Basement so as to hold the Kindergarten. The present teaching Staff consists of Mr. R. H. McCarten, Principal, the Misses Agnes Thorburn, Loretta I. Coughlin, Frances Alexander, Lillian R. Kerr, Eunice O. Munro, Annie J. Nie, Jessie Dugerre and Frances E. Patterson. The present Board of Trustees consists of Messieurs R. H. Arthur (M.D.), Chairman, Samuel E. Wright, William Rowat, F. M. Stafford, A. D. Mildrum and George A. Louey. The Principals of the Sudbury Public School have been Miss Nettie Green, Messieurs S. E. Wright, R. O. White, James A. Ross, F. C. Anderson, G. L. Wager, L. R. Halman, S. W. Hill, W. P. Hedley, J. G. Lowe, George Steer, Miss L. M. Baker and Mr. P. H. McCarten. The various Chairmen of the School Board have been in order of sequence Mr. George Thomson, Mr. R. Finlay, Doctor R. B. Struthers, Messieurs M. C. Biggar, T. J. Ryan, A. Paul, D. Baikie, Robert Martin, S. E. Wright, and R. H. Arthur.

SUDBURY, May 5th, 1910. R. H. ARTHUR, *Secretary.*

The Essex Public Schools.

The Essex Public School dates from the year 1875. At this time Essex was merely a depot on the line of the Canadian Southern Railway. In the Autumn of that year, Miss Ettie M. Keltie arrived here, and, seeing the need of a School, she rented a Building on the corner of Gordon Avenue and Fox Street, and started a Private School, with fifteen Pupils. Her efforts were very successful, and in the spring of 1876 a Public School Board was organized, with Messieurs Thomas Rush, John Milne, and George Matthews as Trustees. Miss Keltie was engaged as the first Teacher. This School was then known as School Section Number Eight, of the Township of Colchester; but, in 1880, the Township of Colchester was divided into North and South Colchester, and the School became known as School Section Number Four, Colchester North, but in the year 1884, Essex Public School. The first School House was the little Frame Building, which was rented by Miss Keltie; but, during the Summer of 1876, it was found necessary to move to a larger Room on Talbot Street and Laird Avenue. In 1877, the School Board found it necessary to erect a permanent Building, and, after some deliberation, a Site was chosen on the Corner of Laird Avenue and Alice Street, and a Frame School House, veneered with Brick, was erected, with accommodation for two Rooms, at a cost of $2,500. In 1883, this Building was found to be altogether inadequate to accommodate the large attendance of Pupils, and the front was pulled down and a two storey School House, veneered with Brick, was erected, with accommodation for four rooms, at a cost of $6,200. This Building was burned to the ground in February, 1893, and a solid Brick School House of the same capacity was erected, at a cost of $4,377. In time this Building also became overcrowded, and, in the Fall of 1905, a Wing was added to it of solid brick, at a cost of $5,000. This new part will contain four Rooms, but it has only been necessary to finish off two of them. The Building is heated throughout with a Hot Air Furnace, and is now equipped almost equally as well as a City School. Recently the School Board has added a Fire Escape, and improved the Grounds by sodding the ground in front of the Building as a Boulevard, and planting it with flowers. The average attendance is now 260 Pupils, divided among six Teachers, and it will soon be necessary to open another Room.

It is impossible to give the names of all the Teachers from 1875 to the present time, but the following is a correct list of the Principals, with dates of their appointments and the number of Pupils each year who passed the Entrance Examination to the High School.* The Essex High School was established in 1885. Previous to this Candidates had to go to Kingston to write at the Examinations.

Miss Ettie M. Keltie, (now Mrs. A. J. Green), from 1875 to 1877; Mr. Wisner H. Russell, in 1878 and 1879; Mr. B. M. Brisbane, B.A., from 1880 to 1885 (1 in 1881, 2 in 1882, 3 in 1883, 0 in 1884, 2 in 1885); Mr. Charles H. Fuller, from 1886 to 1888, (19 in 1886, 10 in 1887, 12 in 1888); Mr. Arthur Scott, from 1889 to 1891, (9 in 1889, 10 in 1890, 7 in 1891); Mr. J. M. McQueen and Mr. D. U. Wilson, 1892, (7 in 1892); Miss Ida E. Emerick, from 1893 to 1894, (12 in 1893, 4 in 1894); Mr. George E. Henderson, in 1895, (14 in 1895); Mr. W. R. Manning, from 1896 to 1901, (8 in 1896, 13 in 1897, 13 in 1898, 9 in

* The number of pupils who passed the Entrance Examination each year are enclosed in parentheses following the names of the Principals.

1899, 8 in 1900, 19 in 1901); Mr. James A. Smyth, from 1902 to 1906, (19 in 1902, 15 in 1903, 13 in 1904, 13 in 1905, 12 in 1906); Mr. J. A. Short, from 1907 to 1909, (23 in 1907, 12 in 1908, 15 in 1909).

In 1909 all the Pupils who wrote at the Entrance Examination passed into the High School, eleven secured Honour Standing, and Miss Edith Adams succeeded in winning the Amherstburg *Echo* Gold Medal for having obtained the highest total number of marks, of all the Girls, in this Inspectorate.

The present Staff of Teachers for 1910 is as follows: Principal, Mr. J. A. Short; II. Division, Miss Mabel Brown; III. Division, Miss Lilian C. Baker; IV. Division, Miss V. L. Cusler; V. Division, Miss Della Pound; VI. Division, Primary, Miss K. F. Cameron.

The present School Board for 1910 is composed of Messieurs John McDougal, Chairman; G. F. Hill, Secretary-Treasurer; H. A. Bowie, M.D., Norman Johnston, George Wyman, and John Kerr.

ESSEX, April, 1910. G. F. HILL, *Secretary-Treasurer.*

THE PUBLIC SCHOOL OF MIDDLEVILLE.

This is a Rural School in School Section Number Six, in the Township of Lanark. The Country about here was settled by Scotch People in 1820 and 1821, and a School was established shortly after.

MIDDLEVILLE, March 17th, 1910. ARCHIBALD RANKIN, *Secretary.*

CENTENNIAL OF SCHOOL ESTABLISHMENT IN THORNHILL.

In 1809 the first Public School, in or near what is now Thornhill, York County, Ontario, was opened, and now, in 1909, the Residents of our School Section intend celebrating the 100th Anniversary of the opening of our first School, and may possibly publish a local history.

THORNHILL, March, 1910. THE SECRETARY.

THE STROUD PUBLIC SCHOOL.

The Stroud Public School was established about seventy-two years ago. The first Log School House was built on the corner of the South half of Lot Number sixteen in the concession of Innisfil. The second School House was also a Log Building built on the corner of Lot Number sixteen in the ninth concession, which is on the Penetanguishene Road. The present School House stands on the same Lot. The North Room was built forty-two years ago, and about thirty-five years ago the South one was put up, so altogether the building is 28 feet wide by 66 feet long, with a Hall between the two Rooms, but, as the average attendance has been falling off for the last ten years we have only one Teacher. His name is Mr. Stanley Walker of King Township. The School Grounds are nicely sloped to the east and have quite a number of Maples growing in it which add to its pleasant appearance in the Summer time. We have a good Flag Pole, and an excellent Well. The Grounds consist of three-quarters of an acre. The School is well equipped with Maps, Globes, Library and other appliances.

STROUD, April 29th, 1910. R. J. BLACK, *Secretary.*

The Public School in Innisfil.

Mr. A. F. Hunter, M.A., (of the *Barrie Examiner*), in a series of papers on the "History of Simcoe County," gives the following particulars in regard to Schools in Innisfil:

The first School in Innisfil, and the one to which the "Dalhousie" settlers sent their children, was erected at Gimby's Corners (Churchill), in 1837 or 1838. Mr. Harrison was the first Teacher there, and was employed directly by the people, who clubbed together for the purpose. To this School came children from Croxen's Corners, Gilford, and indeed from every place west and east, north and south, within a radius of ten miles. This was the first and only School in Innisfil for some years.

Historical Sketch of Schools of Trenton.

Trenton was settled early in the present century. It lies at the mouth of River Trent, and was first called Trent Port, and formed part of the Township of Murray, County of Northumberland. It was not incorporated as a Village until 1853, when it was separated from Northumberland and became a separate Municipality of the County of Hastings.

Probably the first School established at Trent Port was a small Common School of one Room, situated on a block of land just west of the present King Street Methodist Church, east of Victoria Street, on what was then Glebe lands. Some time afterwards another one room Common School House was erected in east Trent Port, on the brow of the hill, just opposite the present Site of St. George's Church. These buildings were superseded by others between 1850 and 1860, both Frame School Houses of somewhat larger proportions, the one in East Trenton being on the north side of Crown Street, and east of Byron Street, on a Lot of the land owned by the late Bishop Strachan, and this School House continued in use until the end of 1873, when the large Brick Union High and Public School was erected on the north side of College Street, and east of Marmora, opposite a Common, which was used for School Grounds. This School House, which is in East Trenton, is still in good condition and used as a Union School.

That first School House in West Trenton was superseded also by a larger Frame School House, with two Rooms about 1860. It was erected on the north-west corner of King and Francis Streets, now Lorne Avenue, and two blocks west of the former School House. It was enlarged to a four-room Building in about 1886. This School House was occupied until 1908, when it burned down. Since then this School has been kept in a large two storey Stone Office Building, just on the east side of the River, on the south side of Dundas Street, nor far from the old Covered Bridge, and it was formerly the head Offices of the Lumber Dealers, Gilmour and Company.

There has just been erected a fine Brick School House, with all modern improvements, having seven class rooms and costing upwards of $25,000, upon the high land, south of the mountain, and west of Dufferin Avenue and north of Spring Street, in West Trenton. This Building will be occupied after the Summer Vacation. For its size it is among the best in the Province, having been built, according to the Architects' Plans, on the "unit system," and capable of enlargement, without injury to its outlines or symmetrical proportions. The Pupils of North Trenton have attended a Public School in the Second Concession of Murray, just beyond the Town line. The first School there was a regular red

School House, with one Room, but this has been replaced within the past few years by a modern, up-to-date cement block School House, with Basement. It is one of the best country Schools in the district.

When the late Reverend Canon Bleasdell, M.A., D.C.L., came to Trenton in 1848 as Rector of St. George's Church, he became interested in Schools, and was mainly instrumental, with the late Mr. Sheldon Hawley, in establishing the first Grammar School in Trenton about 1852, and for it an old Tavern on the south-west corner of Dundas and Marmora Streets, in East Trenton, was utilized. This old Tavern, like all Taverns in the olden days, had one very large Room in the second Storey, called the Ball-room, and this was used as the first Class Room of the Grammar School. This School was well attended from the first, not only from Trenton, but from the surrounding country. The Grammar School was subsequently removed to the second storey of a Building on the east side of Front Street, in West Trenton, just south of Middle Street, and a few years later a one-roomed Frame School House was erected in East Trenton, on the Lot adjoining the Common School Building on Crown Street, and this was occupied until 1873, when the School was removed to the new Brick Union School Building on North College Street, and is still used as such, although the Building has been twice enlarged since 1873 and contains ten class Rooms.

In the early days there was the usual opposition to Free Schools. The practice was for Parents to pay 1s. 3d. for each Pupil, and also a quarter of a cord of Wood for each. For some years a vote was taken yearly whether the School should be free or not. Eventually the School at the River mouth, (Trent Port), was voted Free, and, to their credit, this School was free for some years before it became compulsory so by law.

Among the very early Teachers who taught in West School were Doctor Carter, Messieurs Curry, Owens, and P. Ford, and in the east side School Messieurs Thrasher, George Lawson, Agar, and Gillen, the latter being well remembered as one who believed in not sparing the rod.

Some of the succeeding ones were Messieurs Peter Begg, J. B. Young, William Little, Gussie Clute, and Claud Jennings, in West Ward School, and James Munn, James Winterborne, and P. L. Fairman, the present Principal in East Trenton.

The first Grammar School Teacher was Mr. John Quill, M.A., of Trinity College, Dublin; then Messieurs John T. Bell and Maxwell Lennox, Doctor Adam H. Wright, the Reverend Mr. Bond, Messieurs H. M. Hicks, — Kennedy, E. B. N. Davis, D. C. Little, and E. E. Ingall, who has just become Inspector of Schools of North Hastings. All of these were University Graduates.

There are about 500 pupils in the Public School, 200 in Separate, and 120 in High School.

Much praise is due Canon Bleasdell in his early efforts, and those associated with him, in establishing the old Grammar School. He was from 1854 to 1862 Examiner for Teachers for South Hastings and afterwards examining Chaplain for Ministers for the Diocese of Ontario.

During the past twenty-five years the Rev. William T. Wilkins, M.A., of St. Andrew's Presbyterian Church, has been continuously a Trustee, who has been ever ready to devote his time and talent to the best interests of the schools, and whose splendid services have been greatly appreciated by his co-trustees and the public generally.

TRENTON, May 16th, 1910. S. J. YOUNG.

The Schools in Owen Sound.

It is believed that the first School Teacher in what is now Owen Sound was the late Mr. William Miller, who taught for several years, first in a little Log Building, and afterwards in the old Government Building on the corner of Poulette and Union Streets. . . . The first Public School House was the Hill Street Building, a portion only of which was built in 1858. Ten years later the capacity of the School was about doubled by the erection of an addition to it fully as large as the original structure. . . .

In 1869, a Brick Ward School House was erected on the corner of Boyd and Union Streets, at a cost of two thousand dollars ($2,000). . . .

The first Grammar School was opened in a small rough-cast house on Scrope Street, over thirty years ago. The first Teacher was the Reverend Mr. Mulholland, a brother of Canon Mulholland, rector of St. George's Church. Among the early teachers of this school was the Reverend Dr. Gibson, now pastor of one of the leading Presbyterian Churches in Chicago. About twenty-five years ago the Common and Grammar Schools were united and removed to the Hill Street School. The corner-stone of the magnificent Collegiate Institute was laid July 1st, 1878, with Masonic ceremonies, and was completed and ready for operation in January, 1881. . . . Its total cost was twenty-five thousand dollars. . . . . (Toronto *Mail*, September 3rd, 1887.)

Southampton Schools.

In 1858, Southampton was incorporated as a Village, and from that time we have had the regular Public School System established in it.

Southampton, April 27th, 1894. John M. McNabb, *Secretary-Treasurer.*

Public Schools in the Village of Cobden.

The Village of Cobden, formerly School Section Number Ten of the Township of Ross, started a Public School in a rented Hall, with Mr. John Early, Teacher, at a salary of $250 a year. The first Brick School House was built in 1884, costing, with furnishings, $900. A second Room was added to the Building in 1887, the contract price being about $740. With the incorporation of the Village of Cobden in 1900 the School Section became Cobden Village, with a Public School, and formed a Union School between Cobden Village and the Township of Ross. On May the 3rd, 1901, a School Trustee Board was elected to manage the School.

Pembroke, September 2nd, 1909. Edward Tuffy, *Secretary.*

Sketch of Eganville Schools.

About 1847 a number of families, including the Jessups, Turners, Bolands, and Mills, feeling the need of a School for the education of their Children, erected a small School House in Eganville. The first Teacher was a Mr. Kennedy, who "boarded round," month about, among the Ratepayers. During the Summer the School House was destroyed by a bush fire, which swept over the surrounding country. Another small Board School House was erected on what was then known as College Green and what is now a Street. Here Messieurs Lett and

Black, School Trustees, resided. The School House was afterwards destroyed by fire, and a new one was built on the Wilberforce side of the Bonnechere River. The first teacher in Eganville was Miss Shanly, and she was succeeded by Miss Hannah. Then came Mr. Michael O'Brennan, who taught for quite a number of years. The Reverend Father Strain, parish priest, acted as School Inspector for a considerable period, and gave general satisfaction.

The Public School has grown steadily, until now a staff of five Teachers is employed. A Separate School has also been established, both Public and Separate Schools doing Continuation School work. A fine new Public School House is contemplated.

RENFREW, March, 1910. G. G. MCNAB, *Inspector.*

SCHOOLS IN DRUMMONDVILLE, OR NIAGARA FALLS SOUTH.

A special meeting of the Municipal Council of the Township of Stamford was held in the Village of Drummondville on Saturday, December 11th, 1856.

A Petition, signed by Mr. William Lowell and fifteen others, was presented, asking the Council to appropriate the Clergy Reserve Fund to the purchase of a Site for a Grammar School. It was moved and carried that the funds then in the hands of the Treasurer from the Fund, amounting to Eight hundred and seventy-one pounds and four pence (£871 0s. 4d.) be applied toward purchasing a Site at, or near, Drummondville.

On the 26th of December, 1856, the Committee of the Council appointed to select the Site, reported that they had chosen the Leonard property as suitable, and a By-law was passed for the purchase of the same.

On January 17th, 1857, a special meeting of the Council was held in Drummondville, when the Reeve informed the Council that the Deed for the Grammar School was ready; that he had bargained for the Site at Five hundred and twenty-five pounds (£525), and Executors had given a Warrantee Deed; whereas, at a meeting of the County Council, held at Merritton, (now Welland), on the 29th of December, 1856, an act was passed for the establishment of a Grammar School, under the title of The Drummondville County Grammar School, and nominating six gentlemen . . . as Trustees of said School. It was, therefore, decreed at this meeting that the Reeve should execute, sign, seal, and deliver to these Trustees a Deed of Trust for the two acres of land and Building for the purpose as aforesaid.

It was also Resolved, That the Reeve should issue his Cheque to the Trustees for the balance of the Clergy Reserve money, Three hundred and forty-six pounds and four pence, (£346 0s. 4d.), as well as for any sum, or sums, of money arising from the sale of any land known as Side Line Road Allowance from Benders at the Niagara River westward to the second Concession of the Township.

NIAGARA FALLS SOUTH, March 22nd, 1894. J. A. ORCHARD.

SCHOOLS AT DRUMMONDVILLE, AURORA, YORK, AND HOPE VILLAGE.

DRUMMONDVILLE (NIAGARA FALLS SOUTH) HIGH SCHOOL.—In a note from Mr. R. K. Orr, B.A., he says: "The Stamford High School (of which he is Head Master) is, as he was informed, the oldest High School in the County of Welland; and the Building in which it is held dates back to 1883."

Mr. William Willis writes of Aurora: "In 1832 the School at Machell's Corners was destroyed by fire. It was replaced by a Frame School House at Hartman's Corners, one and a quarter miles east, in the Township of Whitchurch. Mr. Moulton was the Teacher."

Infant School at York, 1831-2.—In 1831 Mr. Harvey Shepard originated an Infant School in York, and at a meeting of its promoters in May, 1832, he was warmly thanked for his zealous exertions in the matter. Miss Bliss was also thanked for the admirable specimen which she had given to the meeting of infant tuition. The promoters of the School present were the Reverend Doctor Strachan, the Reverends William Rintoul, and Alexander Stewart, and Messieurs Jesse Ketchum, Robert Stanton, and Harvey Shepard, — Ewart, — McLellan, and — Tolfee.

Schools in Hope Village, East Gwillimbury.—Mr. William Lyon Mackenzie states that, in the early days, there were two Schools in Hope—one for the ordinary branches of Education and the other, (an industrial School), on a far larger scale, for the instruction of young females in knitting, sewing, spinning, making chip and straw hats and bonnets, spinning wool, and other useful accomplishments of a like description.

The Public Schools in Thessalon.

The first School was erected in Thessalon in 1879, for the convenience of a few Settlers near the Village it was built about one mile north of the Village, on the bank of the Thessalon River. With the rapid growth of the Village a larger School became a necessity in 1883; and, in that year, a new Building was erected on a Site selected in the Village. In 1885 an addition was built to keep pace with the growth of the place; and, in 1887 an Assistant Teacher was employed, and in 1888 Mr. R. S. Parling was appointed Principal and also an Assistant Teacher, but the surrounding country, as well as the Village, increased so rapidly that in 1890 a large three-roomed School House was erected. This, along with the original Building, afforded accommodation up to 1909. In 1892 Thessalon became an incorporated Town, with a population nearing 2,000, and in 1897, when it became a District Training School, a fourth Teacher was employed, under Mr. D. A. Scott, as Principal.

The Hensall Public School.

In 1875 the Site of the Village of Hensall was surveyed, in consequence of the construction of the London, Huron and Bruce Railway; and within a few years there sprang up a Village of considerable size. For some time the only School in the Section was Number Ten in the Township of Hay, situated about a mile and a half from the Village. With the continued growth of the Village there arose the necessity of increased School accommodation. The difficulty was met by erecting in the Village a one-roomed Frame School House for the Junior Pupils, the Senior Scholars attending School in Number Ten as hitherto. This arrangement continued until 1889, when the Number Ten School House was destroyed by fire. The same year two Schools were built in the Section, a two-roomed Brick Building in the Village, and a one-roomed Brick Building on a Site

about a mile north of the old Number Ten School. On the formation of a new School Section the latter was denominated Number Fourteen Hay, the Village School retaining the old designation of Number Ten. Within two years it was found necessary to enlarge the Village School, so a third Room was added to the School House. In 1896, the Village was incorporated. This necessitated another re-arrangement of School Section Boundaries, and a new School Section was formed to the South-west of the Village. This new section is now known as Number Ten, in the Township of Hay.

The three-roomed School House built in 1889 became the Village School at the time of incorporation, and is at present the only School in the Village.

HENSALL, January, 1910. GEORGE STEACY, *Secretary.*

INDUSTRIAL SCHOOL, TORONTO.

The idea of establishing such a School in Toronto first suggested itself in 1858, and the plan was then largely discussed. In 1871 the School Act authorized Public School Boards of Cities, Towns and Villages, to establish one or more such Schools. An Industrial School for Toronto was erected near the Village of Mimico, seven miles from the City, the Ontario Government having given a plot of eight acres for it, and leased forty-two acres in addition.

The Act passed in 1884 defines an "Industrial School" to be: A School in which Industrial Training is provided, and in which children are lodged, clothed and fed, as well as taught, shall exclusively be deemed an Industrial School, within the meaning of this Act.

NO SCHOOL REPORT FROM BOTHWELL.

I desire to acknowledge the receipt of your request for a Historical Sketch of our School, and I beg to state that the matter referred to as I have already was brought before our School Board at its regular Meeting, but the Members would take no action thereon. I beg to inform you, further, that the School Board has seen no reason to change action then taken.

BOTHWELL, March 16th, 1910. W. R. HICKEY, *Secretary.*

TOWNS FROM WHICH SKETCHES HAVE NOT BEEN RECEIVED.

NOTE.—Sketches of the establishment of Schools in the following Towns in Ontario have not been received from the School Boards by the Editor of this Volume, although requested of them by Circular, and afterwards by letter,—in all cases more than twice, and in many instances more than three times:

Amherstburg.	Deseronto.	Gravenhurst.	Markham.
Allandale.	Essex.	Hanover.	Niagara Falls.
Brampton.	Forest.	Lanark.	Palmerston.
Bonfield.	Fort Frances.	Latchford.	Parry Sound.
Cache Bay.	Gore Bay.	Little Current.	Thornbury.
Colborne.			

In a few cases information of the establishment of Schools in some of the Towns has been received from parties not connected with the School Boards.

J. G. H.

PART III.

CONDITION OF THE SCHOOLS IN THE NEW AND REMOTE SETTLEMENTS OF ONTARIO, 1875.

I. OFFICIAL VISITS OF THE DEPUTY SUPERINTENDENT OF EDUCATION AND PUBLIC SCHOOL INSPECTORS LITTLE AND MILLER.

In order to ascertain the actual state of the Schools in the remote parts of the Province, the Chief Superintendent of Education deputed me, in 1875, in company with Public School Inspectors Little and Miller, to visit certain portions of the outlying Districts of Ontario, and thus to learn what was the actual state of the Schools in these remote settlements, and also personally to encourage the Settlers in their efforts to establish and support their Schools.

To the Inspectors was deputed the duty to each visit certain portions of the districts, while the Deputy Superintendent acted as Counsellor and Adviser in difficult and doubtful cases.

I. In the Parry Sound District, one of the divisions of the Muskoka region which stretches from the Severn River to the French River, our inquiries extended to fourteen Townships, twelve of which were visited. In this district there are twenty-two School Sections. In the Algoma District, extending from the mouth of the French River to Pigeon River, there are twenty School Sections, eight of which are on the north shores of Lakes Huron and Superior, and twelve in the Islands of Manitoulin and St. Joseph. In these two districts we visited forty-one of the forty-two School Sections, (fifteen of which we organized), inspected the Schools in operation, and examined fifteen Candidates for Teacher's Certificates. In the performance of these duties we travelled 2,500 miles.

We left Collingwood on the 14th of August, by steamer "Waubuno," and, after a run of about eight hours, arrived at the Village of Parry Sound. The scenery surrounding the entrance to the channel is very fine. Directly opposite is Bob Island, to the west of which are Oak and Rosette Islands, lying in front of Parry Island. The latter is twenty-seven miles long, and belongs to the Indians.

Parry Sound is a Village of about 800 inhabitants, situated in the Township of McDougall, at the mouth of the Saugeen River. It is the County Town for the district.

After visiting Mr. P. McCurry, Stipendiary Magistrate of the District, and Mr. Beatty, from both of whom we received valuable information respecting the educational wants of the people, we spent the greater part of Monday in tracing Maps of the Townships to be visited, Mr. McMurray, Crown Land Agent, having kindly placed those in his Office at our service. On Tuesday, the 17th August, we visited the Schools in the Township of Foley. The first eleven miles we journeyed on foot, the last five on the Stage. Next day was spent by my Colleague in organizing School Sections in the Township of Christie. The Writer visited the Schools in Humphrey. Next morning my Colleague started from Ashdown for Magnetawan, distant thirty-one and one-half miles, on the Nipissing Coloniza-

tion Road. He had obtained the requisite number of signatures for a United School Section between Monteith and Spence. In the Township of Spence we made an attempt to organize a School Section. At Doe Lake, in the Township of Ryerson, we employed the time in revising the boundaries of United School Section Number One, Spence and Ryerson; and we reached Magnetawan, a small Village midway between Rousseau and Lake Nipissing. Next day we visited "Distress Valley," in the Township of Chapman, five miles from Magnetawan. After organizing two School Sections, we made the voyage to the foot of Ahmic Lake, which is an expansion of the Magnetawan River, and for picturesque scenery can scarcely be surpassed.

Next day we reached McKellar Falls. The formation of a School Section five miles distant from the Falls, and the examination of two Candidates for Teachers' Certificates, completed the week's work.

We start on Monday, the 23rd August, for Waubamic. Then a rapid walk of five miles eastward brings us to the School at Hurdville, near Manitowabin Dam. We inspected the School, and examined two Candidates for Certificates. Next day we reach Parry Sound. Mr. Miller inspected the School in Carling, eleven miles distant, and the Writer attended to the Parry Sound School and other duties. We left the district with very favourable impressions. The Settlers are intelligent, sober, industrious, and contented. Though struggling with the difficulties incident to all new Settlements, they are mindful of the education of their children. Their School Houses are, on the whole, highly creditable to them, and there is no difficulty in obtaining a Site of the required area. A tax of twelve mills in the dollar for School purposes is not unusual, and shows the desire for Schools and the need of the liberal aid of the Education Department in supporting them. Such aid is highly appreciated. If assistance could be granted to build School Houses, an immense impetus would be given to the cause of education in new Townships. To a few Settlers engaged in clearing their Farms, the expense of erecting a School House and paying the Salary of a Teacher is a heavier burden than they can well bear.

At Killarney, a small Village in the Township of Rutherford, on the north shore of Lake Huron, Mr. Miller remained to organize a School Section. A run of about two hours from Killarney took me to Little Current, in the Island of Manitoulin. Grand Manitoulin is said to be the largest Island in the world in fresh water. It extends in extreme length, from east to west, almost as far as from Collingwood to Hamilton, and in extreme breadth, from north to south, nearly as far as from Hamilton to Toronto. It contains a dozen Townships between Lake Wolsley, (part of Bay Field Sound), on the west, and Manitowaning and South Bays on the east. The Indian Reserve lies to the east of these Bays, which are separated by an isthmus between two and three miles across. Deep Bays indent the shores of the Island. Besides those named, there are on the north Honora, Mudge, and Gore Bays; and on the south, Michael's, Providence, and Portage. At all these points there are Settlements. The lands in the interior are also being rapidly taken up. The great drawback to still more rapid settlement is the want of good Roads. The principal Highway leads from Little Current, through Howland and Sheguiandah, to the Village of Manitowaning, thence through Assiginack and Tehkummah to Michael's Bay. There are several large Lakes in the island, the principal being Ka-ga-wong, Min-de-mo-ya, and Manitou. The last named is the largest. It has no feeders, but a considerable stream (Manitou River) flows from its southern point to Michael's Bay.

After leaving Killarney, Mr. Miller visited Mudge and Gore Bays, and the Settlements at Spanish and Thessalon Rivers, on the north shore, and Hilton and Sailors' Encampment, in St. Joseph's Island. He returned to Little Current, and made the necessary arrangements for organizing a Section. We proceeded together to Manitowaning, a small Village on a deep Bay of the same name. After conferring with the Trustees of two Sections, we left for Sims' Cove, on South Bay, about seven miles distant, but stayed overnight with a Settler four miles on our way. Next day in South Bay we tacked five times. Mr. Miller returned the following day through the Townships of Tehkummah, Sandfield, and Assiginack. There I had an interview with Mr. Stewart, the Teacher of Number One, Assiginack. Next morning I met my Colleague at Manitowaning, and, after copying a Map of the Island, kindly lent us for that purpose by Mr. Phipps, and organizing a Section, we walked to Manitou Lake. We visited several of the Settlers, but were not successful in establishing a School Section.

By hard driving we arrived at Little Current in time for the Writer to leave by the "Frances Smith" for Bruce Mines. Mr. Miller remained, to take the "Seymour" to St. Joseph's. After a stormy passage, Bruce Mines was reached early in the morning of the 4th of September. We landed in darkness and rain. As we passed through the Village we wondered at what we supposed to be immense banks of sand. Daylight showed them to be hills of pulverized quartz, from which the copper had been extracted. Mr. Miller had joined me at the Mines, which we left on the 7th September in a Sail Boat for the south end of Sugar Island, where I stayed. Mr. Miller rowed sixteen miles farther to Sailors' Encampment, in St. Joseph's, and returned at 11 p.m. We slept that night on board the American Steam Barge, "Egyptian," and, after a run next morning of about five hours through Bear Lake and Lake George, saw the two Towns (British and American) of Sault Ste. Marie. The Rapids between the Towns are half a mile wide and three-quarters of a mile long, with a descent of 22 feet. The Canal by which the Rapids are avoided is on the American side. Next day we visited Sault Ste. Marie, the capital of the Algoma District. It is a scattered Town. We regretted being unable to visit the Shingwauk Home, an Indian School, under the management of the Reverend Mr. Wilson. We inspected the School of the Village and in the Township of Korah, and left for Prince Arthur's Landing—the "Silver City" of the north shore. It is the County Town of the Municipality of Shuniah, which comprises the Town Plot of Prince Arthur's Landing, seven Townships, and the adjacent Islands. The population is about a thousand. The last School visited is situated a short distance above Fort William, on the left bank of the beautiful Kaministiquia River. Two small Cannons, taken up by Lord Selkirk more than half a century ago, guard the entrance. The place is very attractive, with its white walls, grass lawns and blooming gardens. On our return trip we stopped at the residence of Mr. McKellar, one of the Trustees of the School we had come so far to see. He has a very beautiful garden. The examination of two Candidates for Teachers' Certificates concluded our work at Prince Arthur's Landing.

The Thunder Bay *Sentinel* says: "The late visit of Eastern School Examiners has aroused a spirit of inquiry as to the actual condition of our Schools. It is too true that the present arrangement is not up to the requirements of the growing population, and we are pleased to learn that the School Trustees are moving with the object of utilizing Waverly Park, between the Churches upon the hill, by placing as soon as possible thereon a suitable School Building. Here is an oppor-

tunity for our Council to initiate a movement for a Town Hall over the School; and no better time could be had to undertake so desirable a work as a School House and a Council Chamber. It is only a question of time, and the sooner the better."

RESUMÈ OF THE VISITS AND LABOURS OF MESSIEURS LITTLE AND MILLER, INSPECTORS OF PUBLIC SCHOOLS IN THE DISTRICT OF ALGOMA AND PARRY SOUND.

1. In Algoma we organized nine School Sections, examined four Teachers, endorsed six Certificates, and examined seven Schools. In all there are eighteen legally organized School Sections, and at least three others will be organized within a short time.

2. In the Districts visited, we have examined fifteen Teachers, endorsed seven Certificates, examined thirteen Schools, organized fourteen School Sections, reorganized two Sections, formed one union, and made the necessary arrangements for organization of School Sections in four localities.

3. In performing these duties we have spent thirty-eight days, travelled respectively 2,106 miles (Little), and 2,522 (Miller), the former attending chiefly to the examination of the Schools and Teachers, and the latter chiefly to the organization of new Sections.

4. In two Districts there are forty-one legal Sections, to which may be added Schools in operation at Fort Frances, Silver Inlet, Nipissingan. Several School Sections are in a semi-organized state, and are likely to be fully formed within a few months.

The Ratepayers and Corporation of Assiginack are showing a laudable desire to promote Education within their boundaries. The Corporation this year have made a special grant of $100 to each School in operation within their boundaries. Considering the age of the Townships, and the unavoidable struggles that new settlers must always face, this is liberal to say the least. These Schools, with others in the District, have been placed under the supervision of Mr. R. Little, Public School Inspector for Halton.

II. SETTLERS' SCHOOLS IN THE NIPISSING REGION.

REPORT BY THE REVEREND E. H. JENKYNS, INSPECTOR OF SCHOOLS FOR THE COUNTY OF RENFREW.

The Education Department of Ontario having requested me, in the interest of Education, to visit the Schools at present in existence in the new and remote Townships and outlying districts of the County of Renfrew, I now have to report a detailed narrative of my journeys, and also a few general remarks on the present state of education in those places which I have visited.

I left Pembroke on board the steamer "John Egan," on August 17th. From the moment a traveller leaves the Town of Pembroke some new landscape constantly rises upon the vision. The bold and rocky ridges on the Quebec side are ever new, and are again relieved by ridges covered with pine trees. Not a moment but some new landscape is brought to view, and as one glory dies some new glory is born in its stead. Amid such scenes the traveller approaches the celebrated Oiseau Rock. It rises abruptly and almost perpendicularly from the water,

and presents a scene which fairly rivets the attention of the traveller. There it towered in front in its bold and sullen grandeur, flanked by other eminences of the same ridge. The long dorsal ridge of which it forms a part, with its graduated succession of notches, greatly contributes to the impression it conveys of a height beyond its actual dimensions. The crown of the rock covers but a small area, and quietly nestling in its hollow is a small lake. The view from the top is exceedingly fine and varied, with its distant panorama of lakes and mountains. At noon we reached the Village of Des Joachims, situated at the foot of the Rapids of this name. It consists of several hotels, two churches, a collection of several neat dwellings, and, I am happy to say, a School House. But the Village, being situated in the Province of Quebec, it lies outside of my jurisdiction. From this place we had to make a portage of two miles, when we reached the steamer Kippewa. The scenery, which we enjoyed from the deck of this steamer, is both fine and varied. The most exciting part of the trip on this steamer was enjoyed when we came to the Mirabeau Rapids. At the foot of the Rapids the Steamer was stopped under the lee of a small island, situated in the middle of the rapids. A small boat, manned by four men, and having a long coil of rope on board, then put out from the steamer, and, by dint of hard rowing, the use of poles, and pulling with a rope, managed to reach the smooth waters above the rapids. After leaving this boat we had to make a portage of two miles to get to the steamer "Deux Rivières," which brought us as far as the rapids of this name.

On the following morning we crossed the portage—some four miles long. The distance from the portage at the head of the Deux Rivières Rapids to the Mattawa is only some twenty miles, and yet it occupied us from daylight in the morning until dark at night in making it.

Our first official visit was to the Village of Mattawa, which is situated on a point of land formed by the junction at the Mattawa with the Ottawa River, and was in the palmy days of the Hudson Bay Company a fort of considerable importance. It consists of quite a collection of houses, Churches and a School-house. The School is taught by Miss Gunn, and is, I am happy to say, in a very flourishing condition. Here may be seen Pupils with the pale, clear complexion of the Anglo-Saxon race, the darker hue of the French, and the many shades of the Indian half-breed, down to the darkest specimen of the Algonquin race. They were all neat and clean in person and dress, and, with their books in their hands, presented a very interesting scene. Their intelligence is of no mean order, and they passed a very creditable examination in Reading, Spelling, Writing, and Arithmetic. The general language of conversation is either French or Indian, and with most of the Pupils the English language has to be acquired. I am happy to be able to bear testimony to the great interest which the Trustees and Parents generally take in educational matters. There are some sixty Pupils of school age in the Section, and on the day of inspection there were thirty-five present, most of whom were in the first and second Classes.

I left Mattawa in a Canoe on the morning of August 21st. We paddled our Canoe for some miles up the Mattawa River, until we came to Bang's Mills. When we reached the head of the Portage we entered on the waters of Lake Champlain, which is six miles long, named after Champlain, in his explorations up the Ottawa River, who followed the tributary waters of the Mattawa, under the impression that he would reach China and Japan by way of the Hudson Bay. It made this lake all the more interesting to us to know that some 260 years ago the great Champlain, with his dusky Indian Allies, pursued his voyage on its

waters, and that this beautiful Lake, as a memorial of his discoveries, still bears his name.

At the head of Lake Champlain we came to another portage, which, having crossed, we came to the river again. After two more days' canoeing we came to Lake Nipissing. We find that in the year 1615 Champlain pursued his explorations as far as this lake, and that he stayed two days with the Nipissings. Champlain crossed the lake and passed through French River down to the Georgian Bay.

At noon next day we reached South River, where I visited the School, and found not only the Pupils but also their Parents—in fact, the whole settlement had turned out. A good many of the Pupils speak French and Indian, and in these respects the Teacher encounters the same difficulties as the Teacher at the Mattawa. The School had been in operation about one year, and is under the charge of Mr. Edward Grier. There are twenty-five children of school age in the Section, and these presented a very neat and clean appearance. They passed a very satisfactory examination in Reading, Writing, Spelling, and Arithmetic. Having got through with the Pupils, I next addressed my remarks to the Parents, representing the claims of education, and encouraging them to take a lively interest in everything calculated to promote the welfare of their children.

PEMBROKE, September 15th, 1875. E. H. JENKYNS.

FURTHER REPORT OF THE REVEREND E. H. JENKYNS ON SCHOOLS IN OUTLYING TOWNSHIPS.

On the 15th of September, I left home, and travelled as far as the Village of Eganville. On the following morning I took my own conveyance, and travelled on a very rough road as far as the Township of South Algoma. I was accompanied by an enterprising man of the name of Ryan, who undertook to show me the way through to the School House. I here met the Trustees of Number Two Hagarty. I went with the Trustees to the School House, which I carefully examined, and gave all necessary information to the Trustees as to the complete equipment of the same. They have built a very commodious School House, 30x24 and 10 feet high between floor and ceiling, and is provided with four large windows. The Trustees spoke in the highest terms of their Teacher, Miss Winters, who seems to have given entire satisfaction. There are about fifty children of school age in the Section and about fifteen of an average attendance. I think in the course of a few years, if Trustees and Parents remain faithful to the educational welfare of their children, that this will be a flourishing Section.

In order to reach the School House of Number One, Hagarty, I had to travel for fifteen or twenty miles through a primeval forest. This School is taught by an old Teacher of the name of Mr. James Doyle, who has grown old in the profession, and who is doing good work in this new and remote Section. There are about fifty Pupils of school age in the Section, and on the day of inspection there were seventeen present. The School has only been a short time in operation and yet the reading of Pupils in the first, second, and third Books was very fair. The Pupils also passed a very satisfactory examination in Spelling, Writing, and Arithmetic. The Trustees have not yet provided a Blackboard, or Maps. The Inspector pointed out the absolute necessity for these school requisites, and the Trustees promised to secure them. The Trustees are anxious to build a proper School House, but do not feel justified in doing so, because the Polish Settlers in the Section are anxious to have a School of their own.

III. NEW SCHOOLS IN KALADAR, ANGLESEA, ETCETERA.

Mr. F. Burrows, the Inspector, thus reports his visit to the Schools in the rear of his County.

I spent the first two weeks of this month in visiting the outlying Schools of Kaladar, Anglesea, Denbigh, Abinger, and Ashby, and in holding a Teachers' Examination, in accordance with the Regulations lately made.

I found all the Schools, (eight,) in operation, except the one in the Prussian settlement, which became vacant last month on account of the Teacher becoming insane. It will soon be re-opened.

I examined only four Candidates for special Certificates. The examination was conducted both orally and in writing. I gave Certificates to the four Candidates, believing them quite competent to teach the Schools with which they are entrusted.

In connection with the Examination, I gave instructions in the approved modes of teaching the ordinary branches.

I found two settlements—one in Abinger and the other in Anglesea—without Schools. I gave the people all the encouragement I could, and they promised to take immediate steps to obtain School facilities.

The Township Council of Denbigh, Abinger, and Ashby divided $300 of the apportionment from the Municipal Loan Fund among the School Sections, for the purpose of improving the School Premises in each. The Council of Kaladar gave each of its Schools $25 for the same purpose.

The poor Settlers have now strong encouragement to keep their Schools open, and I am sure, from the great interest I have seen manifested, that self-denying effort will not be wanting on their part.

The kind assistance rendered the School by the Education Department is very much appreciated by the settlers.

NAPANEE, 20th October, 1875. F. BURROWS.

IV. VISITS TO SCHOOLS IN NEW TOWNSHIPS.

The following is Inspector Mackintosh's graphic Report of an official visitation of Schools along the Colonization Roads in North Hastings. They present a striking picture of some phases of "life in the back woods."

I left Madoc on the morning of September 7th, and next day I reached School Section Number Five, Bangor. The remainder of the afternoon I spent in the School. In the evening I met, by appointment, with the Trustees, and easily induced them to promise to erect, during the next Summer, a more commodious and comfortable School House. In accordance with this arrangement they have secured, with the approbation of the Ratepayers, a more eligible Site, and are now making preparations to build in the spring. In a day or two of travelling, Welshman's Landing, at the head of the Bay, was reached. There I found Mr. Wheland, one of the Trustees of the School at Bark Lake, waiting to convey me to my destination in his "Spring-board." I was driven up the Opeongo Road to the School House, to visit which I had travelled over one hundred and twenty-five miles of Colonization road and water.

It is a Log Building. The roof is composed of basswood troughs. With the exception of the door, window sashes, and Teacher's desk, the whole owes its con-

struction to the chopping and broad axe. Floor, Benches, and Desks are made of planks hewn from logs. The interior I found scrupulously clean and ornamented with spruce branches. The Windows, not extensive affairs, were provided with curtains formed from newspapers,—which in every part of the Province is a certain indication of a lady Teacher.

Sixteen Pupils were in attendance, the Classes represented being the first, second, and third. The order was excellent. The Pupils, apparently, respected their Teacher, and were anxious to appear to the best advantage. The Teacher is ambitious to have a reputation for success, and is enthusiastic in her work. Possessed of a limited education, she has not, of course, the most approved methods. In common with too great a proportion of her fellow Teachers in more favoured districts, she has failed, in some respects, to learn what the elements of the best teaching are. The School, however, does not compare unfavourably with other Schools in new and remote districts.

Much of its success is due to the perseverance and intelligence of a few of the settlers. Mr. Whelan, the tavernkeeper, never loses a fitting opportunity for pressing the claims of the School upon his guests. By their personal donations and by the voluntary contributions of the Settlers, also by the liberal aid granted by the Education Department, the School has been kept open during the past two years, a suitable supply of Maps, Tablet Reading Lessons, and Apparatus has been provided, and even Prizes have been distributed among the Scholars.

Still another noticeable feature about the School. The Scholars were, at my visit, Protestant and Roman Catholic, in about equal proportions. All, however, joined in singing "O so bright!" "Marching along," and another similar melody, their Teacher accompanying them with the music of a concertina. The whole thing was very pleasing.

Here I addressed a meeting of residents. The immediate result of the explanations of the amendments to the School Law affecting such districts as theirs, was, that I was presented with a Petition, signed by the requisite number of heads of families, asking to be formed into a regular School Section. This Document, together with an explanatory Note, I forwarded to the Stipendiary Magistrate, Pembroke, who has since formally joined me in establishing a School Section. An assessment of the taxable property will be made this season. The Trustees also promised to raise the walls of their School House some two feet and put on a better roof.

On Monday, the two Schools in Carlow and Mayo were inspected. I then visited the School House in School Section Number Four, Monteagle. Very few children were in attendance.

The next days were spent in visiting the Schools I had not inspected in my journey northward, meeting with Trustees, and in attending to other matters connected with my work. Two Schools left unvisited I have since inspected.

My tour extended over fifteen days. During this period I inspected fifteen Schools, met with thirteen Boards of Trustees, (some individually in their own houses), held one public Meeting, formed one School Section, and travelled over three hundred and twenty miles of Colonization Roads,—bush, track, and water.

MADOC, 1875. WILLIAM MACKINTOSH.

The First School in Eldon, Thorah, and Mara.

In the Spring of 1833, my father's family lived in a part of Thorah called Egypt. It got that name because, being rich, new land, it produced forty bushels of Indian Corn to the Acre. That Spring there was a plague of Caterpillars there, which did great damage, eating up the Spring Wheat (blaird), the Hay, the Oats, and the Leaves of the Fall Wheat. As there was practically no seeding, or harvest, Donald, (my Brother,) and I were sent to School, that was being started on the Thorah side of the County line between Thorah and Eldon, called Islay Street. Some of the Scholars and others were busy making bass-wood troughs to cover the log "shanty"—a Gaelic word, meaning "old house," or, more properly, "ancient house." That afternoon they put on the last of the troughs, and the walls were kinked between the logs with splits of wood and moss. The Teacher's name was Mr. Angus Ray, a man from Islay, Scotland. That was the first School in Thorah and Eldon. In the Spring of 1834 our family moved to North Mara, in February of that year, on the ice, and drove the cattle on the ice. There was not a footpath then in North Mara, unless an Indian Path. Some time afterwards an uncle of Mr. Robson, near Fairy Valley, Mara, was engaged as Teacher in a log "shanty," at the Lake Shore. After his death Mr. William McMullen was employed to teach School in a Log-house on his Farm. Afterwards the School was removed to its present site at Uptergrove, and the Settlers having become numerous, we employed regular Teachers when we could get them—such as Mr. Heavener, now of Rama; Mr. Dennis O'Brien, Mr. Byrne, and Mr. O'Boyle. I served as a Trustee in these Schools for twenty-one years, and Mr. Peter Thomson took my place as Trustee, a position he still occupies. In 1833 they wanted to employ me as Teacher at Point Mara, but I refused. I forget whether they had a Teacher there before Mr. Grogan or not. Mr. Grogan afterwards went to Point Mara, and taught School there. One of our North Mara Trustees, in characterizing the Teacher's qualifications in the School Minute Book, wrote that he was the best Teacher that could be got. One School Master they had at Atherly, a clever man, had to live on turnips for six weeks, one Spring, on account of a scarcity of food. Such were some of the difficulties of the earliest Settlers. I have reason to believe that my School Grammar was the first Grammar that was taught in Orillia. Old Mr. Jacob Gill borrowed it for some children that were going to School in Orillia, to Miss Mainwaring's School, (afterwards Mrs. Moffatt,) who was then teaching School for the Indians. (Angus McDonald, Senior, in the Orillia *Packet* of February 28th, 1901.)

PART IV.

HISTORY OF THE EARLY SCHOOLS IN THE OTTAWA VALLEY.

NOTE.—The following account of Schools in the "Ottawa Valley" is taken from an elaborate "History of the Ottawa Valley," by the Reverend J. L. Gourley. I have greatly condensed it—leaving out such portions as refer only to purely local, or unimportant, matters.

Education was gained by voluntary subscription and was pretty well sustained. Boys got a good training for business and Girls read fluently and wrote well, whilst Arithmetic was carefully taught and no such system as that of denominational Schools was entertained.

Education seems to have been after the Hebrew mode, taught in each family by some member of it, Mr. Wright of Hull and Mr. Billings of Gloucester had tutors. Mrs. Honeywell taught her own and some of her neighbors' chidren in her own House. The "Richmond Colony," having many Officers, succeeded in obtaining the money from the Home Government to build a School and pay the Teacher who was sent out from England. Governesses were employed by some; many families kept a little School, sometimes two families of relatives united and one Girl taught her cousins, with her own brothers and sisters. The people of a district talked the thing over often before they could get a Schoolhouse built, and a private building was sometimes used temporarily. Everyone would state how many he could send and pay for; if the aggregate came to twenty, the fees would be five dollars a scholar, one hundred dollars and board round with the scholars was the remuneration. This corresponded to the wages on the farm. Many Teachers were no better qualified than farm labourers. There was nothing taught but the three R's. In Winter the grown up Boys were employed in lumbering. Younger children would be sent to School and high qualifications in the Teacher were not expected, nor considered essential. Many Teachers were old, feeble men. Young men pushed on their studies and rose to the needs of the Schools, retaining their places and doing efficient work. The Schools had small accommodation, and they were thinly attended at first, but as ever after, all was done on the voluntary principle.

Several talented and distinguished men prepared for College in the local Grammar School—an old, barn-like, frame building. The late Judge Robert Lyon, and the present Judge, William Mosgrave, began their careers in the Grammar School that had its early beginning in that old Building.

A schoolhouse was built in March and was long taught in by Mr. John Younghusband. A fine stone house has since replaced the old wooden structure. Two, or three, were union Schools in March and Huntley (supported by subscriptions). The fire of 1870 consumed these old union Schools. Mr. Potter had some good scholars in one of these Schools at Star's Creek. A fine stone Schoolhouse at James Watts' place succeeded another of these union Log houses.

Mr. Hannett Pinhey was School Inspector for some years. Such officers were very far apart in the Bathurst District. He usually rode to the Schools on horseback, the roads admitting of no other mode of travel except on foot which was much more common. He would dismount at the Schoolhouse, and with the bridle rein on his arm place a hand on each side of the doorframe, the horse looking in as if to examine the furnishings to the great enjoyment of the young folks, who seldom saw a horse in that early time. The Inspector would ask a little Boy how to spell a word of one syllable

to which he would address himself with energy, but his eyes were fixed on the horse. After a short standing examination the Inspector would dismiss the school boy with a benignant smile and many gracious words. Teachers' qualifications were not high at that period of our history. Mr. Pinhey reported cases as samples to the early press like the following: A short, engaging conversation was held, then the aspirant was asked to spell cabbage. He began, "chabb"—"That will do, sir. I am very much in want of a gardener. Could you not stay and help me instead of going into that dreary work of teaching?" "Oh, sir, I can get £25 a year and board around with the scholars.' That was like the times. Teachers preferred that to farm work, the wages being about the same. They sent me to several Schools, but the honest Teacher wrote my Father a note stating that his boy would lose his time with him. So I had to work away at home among the square and cube roots, and commit to memory Murray's large Grammar.

Carp village had three Churches and a good School. Mr. A. Workman was the first Teacher in Huntley. The first School House was at Mooney's, where Mr. James Lowry, a gentleman and a scholar, as well as a superior Teacher, long held sway.

The second Schoolhouse was on lot Number Six and was taught by Mr. Johnston, who had force of character. It is now replaced by a Stone building at Mulligan's.

Mr. Hugh Falls, a Surveyor, a man of education, a Presbyterian from near Londonderry, Ireland, assisted much in the Scripture readings. These Readings were done by the Boys, the eldest superintending the exercises, so that nothing was omitted or neglected. Examinations were held on the lessons, and, in this manner, the leading truths of religion, with education, were impressed on the minds of the growing up Boys and Girls.

Mrs. Morgan, a neighbour, was greatly delighted to receive visits from the children around. She made very popular readings, recitation of poetry, setting the example herself. She had early memorized large portions of Pope's "Homer" and Dryden's "Virgil." She recited these in fragments and scraps to draw out the young people so that every one had to say his piece in prose, or verse, tell something historical, or oratorical, whatever he was master of, to even pass muster on such an evening.

Mr. David McLaren had been a merchant in Glasgow. He was a man of refinement and some education. He managed his farm and taught School.

The inhabitants built a very pretty stone Church in Torbolton and one at the Chats. They employed Students in years gone by to teach their Schools during six months in summer and considered it more profitable to do so than to employ other Teachers the ten months, or School year, as these young men were very conscientious and generally very efficient Teachers. Education was well attended to and cared for with ample provision in houses.

Whilst Mr. Charles Shiriff lived at Fitzroy Harbor he turned his attention to build a Church and Schoolhouse in one and the same building. Mr. Ramsay is said to have been their first Teacher and a Miss Clarke taught first at Mohr's Corners, afterwards at Hubbell's Falls, Galetta.

Nepean Township covered the Site of Bytown before it became a City, Town or Village. The first Mrs. Honeywell taught School there for the very few families then in the place. Mr. Burrows seems to have taught a kind of Military School for the children of the people under Colonel By. But the first Schoolhouse was built near Robertson's, as he boarded the Teacher, or Teachers, free of cost for years. I remember that he proposed to spend what he would have to pay in board for his two grandsons, W. Goodfellow and Ebenezer B. Brown at Ottawa, if we could procure him a fit Teacher and add this to his salary in the School Section. The Teacher we sent him was there for over twenty years.

The late Mr. John Boyce was long a Teacher of the first order in the Merivale Schoolhouse.

The writer in the *Pictorial Atlas* says there were only five schools in the County in 1833, but he must have been misinformed. There were two in Huntley that year, two in March, one taught by Mr. Bishop, and one at Captain Street's.

In Nepean, there was one at Mr. John Robertson's and one in the Village of Bytown. Besides, Mrs. Honeywell taught in her own house. Preacher Jones taught and preached in his first shanty in North Gower, and the Burritts settled at the Rapids about three, or four, years before the end of 1800, one of the children born there at fourteen taught School and he was the second Teacher they had. Then a Miss Burritt was a Teacher in Mr. Braddish Billing's, and the children of the surrounding families were included in this little School.

The Government built a School at Richmond and paid one, or two, School Masters for a year, or two, fifty pounds a year, but soon withdrew the grant.

The Reverend John Flood got merited credit for his perseverance and success. He was one of the Local Superintendents of Education in the County, and assisted in getting the Grammar School at Richmond under way. A young Irishman from Belfast, John Bouland Finlay, Ph.D., a gifted scholar from the School of the Reverend Doctor Cooke, came to Richmond and whilst visiting some friends was engaged as Teacher of the Grammar School.

Miss Lamira Dow had been an energetic Teacher for some months, but she was told they had no money and they would give her notes, but she must take wheat for her pay. She made up her accounts, took the notes in her pocket, walked thirty miles to Brockville; but the merchant would not cash them nor give anything but goods, and that only when the wheat was delivered. She walked home, collected the wheat in due time, drove it to Brockville, received her store pay and returned in safety. Seven dollars a month and board round was Miss Dow's salary as Teacher.

A School was begun in Mr. Billings'. Miss Burritt taught in their house as a governess, but the children around were admitted until a proper Schoolhouse could be erected. Mr. Collins next taught what they regarded as the first Public School and was followed by Mr. Maitland and Mr. Colquhoun and others in succession. Attendance was very limited for years.

A Miss Mason was long an efficient Assistant to that very able Teacher, Doctor John Thorburn, the Principal of the Collegiate Institute,Ottawa, which he held for about twenty years. Both were very acceptable and successful Teachers.

The Reeves of Osgoode took much interest in the schools, which multiplied in number with the growth of the population.

The Rev. Mr. Lochead was Local Superintendent of Schools and greatly encouraged Education. The Reverend James White was successor to him.

Mr. James Grant was the first School Teacher in Osgoode. His School House was a Log Shanty, roof scooped, floor and benches, home-made of split basswood. But the work was said to have been good both as regarded the building and the teaching.

The Schools had reached twenty in numbers for some years before this time and the buildings were greatly improved in appearance and accommodation.

The Reverend Mr. Jones, a retired Methodist preacher, and Miss Annie Eastmann, afterwards his wife, of U.E. Loyalist extraction, taught school at North Gower in his own shanty.

The Garlick Settlement claimed the first Schoolhouse. It was scooped Log, and respectable, and was taught by a Mr. Gore, an American. Burritt's Rapids was on one

side and Richmond on the other. The Schoolhouse was both School and Preaching House, built near Mr. Jones', where a Mr. Hazleton taught for years.

Some School Teachers got £25 a year and board around. A Mr. Hathaway was the name of another Teacher who governed the motions and manners, as well as moulding the minds of the youths of both sexes.

We have the cry of the necessity of religion in the Schools, but we will have no education worth the name until a renovation is experienced in the family, and youths are trained at home to love truth and honesty.

In all these parts, (the Villages around about) the School accommodation is adequate to the demand and the increase of the population. The subject of education should hold a much higher place in the minds of parents than it has yet attained to.

We now remember a young Teacher, Mr. Fannen, who impressed us on our first visit to his School. He was the right man. We asked him to hold a public examination on a fixed day. Many Teachers came. The examination passed off so satisfactorily that the young teachers that were present took hints from his plans and methods, and in three months, evidences of improvement in the Schools were visible.

Mr. John Robertson of Bells Corners wished for a man that could train two of his grandsons for commercial life. He proposed to give in addition to the salary of the Section what he would have to pay for the board of the Boys in the City, for the satisfaction of having them under his own inspection. We sent him the man who taught there nearly a quarter of a century, training a number for high positions in the business of society and the world. Several of his Boys are doing business in the City, besides many enterprising farmers around Bells Corners. Many of the young ladies trained in these Schools have taken high and honorable positions in the community.

Note by Mr. Gourley.

Teachers should encourage Pupils to collect and bring with them to School botanical specimens so many days in the month for comparison and general information in that Department. They could lay under contribution grasses, herbs, plants, flowers, shrubs, from orchards and forests, as well as fields, meadows and gardens. To these they might add geological specimens in abundance. The thing would be a training to the young minds so employed, and lose no time but wake up a curiosity in them as well as arouse their powers of observation, comparison and classification that would in time astonish the Teacher and be of enduring benefit to all concerned, but especially to the young people themselves, to keep children under proper control at home, to communicate information of the genuine stamp, in the most winning manner and at the most seasonable period, when the young mind is in the mood, the brain flexible, the imagination budding into open activity, the memory retentive, and circumstances favourable for giving the start in the safe direction in early youth, so preparing to bear the best fruit in old age. Do we too strongly or elaborately, set forth the advantages of a correct, liberal, truthful education? Its vast importance is shown and established in so many ways by the necessities of our nature which otherwise can never be met, or satisfied, that the energies of the soul, and the energies of life should be aroused that it might spend its forces, its keenest attention, continued industry, its untiring application to consummate a work so indispensable, so desirable, so profitable.

We can say this in the history of this region, which is, at least, not behind in the work of education. If our words of encouragement could stimulate the youths of our Ottawa Valley to reach the highest, brightest, noblest attainments in pure, correct learning, it would be to us indeed the highest gratification.

Mr. Sowle began the instruction of his neighbouring youths in Night Schools. This could only be temporary; and, about the year 1822, a School House was built—of Logs, of course. This was afterwards purchased for a dwelling by Major Campbell and a

much better School House erected in its stead. Henry Burritt, a Boy of fourteen, was the first Teacher. The School laws in that period were not very strict nor very rigidly enforced.

The first attempts at education outside of the family circle were by Night Schools, a method that has not received enough of attention. Half grown people that cannot be spared from Farm, or Kitchen, in the day time might receive great advantage from such short hours' training of Night. The attention can be better cultivated, being more shut up to the subject in the lamplight from the surroundings. A local politician seeing the neglected condition of the young men of his locality, encouraged night schools and gave some public aid to the Teachers to help on the work. He compelled those in the employ of the Government to pay their bills to the School or leave the School. But, from the small beginning in Marlboro' public education rose with the necessity of the population and has since been kept up in a state of efficiency.

Mr. Kenney was well read and a great friend to local education, ready with sound advice and open purse, when necessary.

Mr. J. J. Roney was long the Local Superintendent of Schools for Ottawa County. He was succeeded by Mr. Boulton McGrath, who was quite a Mathematician, full of originality in his methods. His field was very large, but his salary was as meagre as his labour was large.

Fads and fancies were kept out of the Aylmer Academy. Solid learning was the rule.

The Reverend John Robb, the Teacher (at Vankleek Hill), though gifted with a critical ear was dull of hearing, and Charlie (Stewart) never failed to take advantage of a whisper, especially in translating a perplexing, complicated sentence of Livy, describing Hannibal's climbing and crossing the Alps. He would manage the construction and translation with energy and sometimes elegance.

Mr. Ash was one of the early Teachers in Chelsea. He is long since dead.

On the same side of the River with the Eaton Chute, Mr. Paterson began life on the Gatineau as a Teacher and followed it for years successfully, and then settled down as a farmer. He died recently.

Mr. Thomas Wardrope, a Student of Queen's College, Kingston, who had not completed his course, was employed as a Teacher.

PART V.

THE ESTABLISHMENT OF SCHOOLS IN THE VARIOUS MUNICIPAL DISTRICTS OF ONTARIO.

Preliminary Statement.

Having inserted in this Volume the various historical sketches of the Establishment of Schools in the Cities and Towns of Ontario, which have been sent to me, I now insert the historical records of the establishment of Schools in the Municipal Districts into which the Province was divided in the early days of its Settlement.

I have selected for insertion, (in a condensed form,) the elaborate and admirably prepared Report to the Council of his District of Brock of the Reverend W. H. Landon, the Local Superintendent of Schools, for that District in 1859. I do so for the very important reason that it portrays in very distinct and vivid colours the actual state and condition of Schools in that and other parts of the Province in the early days of the Settlement of Upper Canada; and the more so as the description applies with equal distinctness and force, as testified to by other carefully observant witnesses, of the state and condition of Schools in the other parts of the Province.*

The State of Schools in the Brock District, 1849.

I have visited every Township in the District, personally inspected nearly 100 Schools, delivered above fifty public Lectures on subjects connected with Common School instruction, and held many private interviews with Teachers, Trustees, Magistrates, Clergymen, and other friends of the young.

These labours and investigations, although they have been attended with some circumstances and revelations in particular instances, of the most painful description, have, nevertheless, convinced me that in a large and general view of the subject, we have good and abundant grounds for mutual encouragement and congratulation: not, indeed, in any very considerable improvement visible in most of the Schools, but in an improved state of public feeling on the subject. Up to a recent period, (say the last two years,) the people generally seemed to have formed no just conclusion on the subject of Education, or the proper means of imparting it. They seemed to think that all Schools were equal, and that all Teachers, who could read and write in a better manner than their Pupils were equally good. The matter of educating children, in their apprehension, consisted simply in sending them to School, where the Teacher was expected to preside while they read and recited a certain number of Lessons every day. As to books, it was supposed that any one, or any ten, of the fifty different varieties of Spelling Books in use, with the English Reader, was all that was requisite for the reading Classes; while a few treatises on Arithmetic, taken at random from the almost endless variety with which the country was flooded, would supply the means of imparting a knowledge of the science of numbers; and two or three

* The more noted of these observant witnesses to the state of the early Schools in the Province were Doctor Duncombe, Mr. M. Burwell, Mr. Gourley, Doctor Thomas Rolph, Mr. W. L. Mackenzie, and the Commissioners appointed to make a Report on the Schools of Upper Canada in 1839.

Grammars by as many different authors, would supply material for the Grammar Class, and complete the stock of text books for the school. Add to these a few Slates and Pencils, some paper in loose sheets, some steel pens, and some tall, narrow phials with Ink, and the school was regarded as furnished with all necessary materials for training immortal minds, to all intents and purposes.

Where such sentiments exist, and while they remain, it will be impossible that any very beneficial result can arise from the Schools. In vain may the Legislature provide a school Fund, however munificent, and in vain may our Municipal Authorities vote their supplies, however liberal: Our money will be wasted and the time of our youth lost, past redemption, until we can impart to the public mind a clearer knowledge of the subject, and a better state of feeling.

Being deeply impressed with the truth and importance of these sentiments, I have availed myself of every opportunity which offered for inculcating right views; by private interviews and conversations with Teachers, Trustees, and others, by public Lectures, by an extensive correspondence, and by promoting the circulation of such suitable publications on the subject as could be procured: and it gives me great pleasure to observe that these efforts have not been in vain. In a few School Sections the people,—and in a larger number—the Trustees, with some of the leading individuals, are awake: and in many others a state of progress in the right direction is plainly visible, nor have we the least reason to fear but that by kindly and persevering efforts on the part of those entrusted with the management of these important interests, a state of things will shortly arise which will be, in the highest degree, gratifying to every lover of his country and his kind.

The following table, compiled from notes taken during my visit to the Schools, will, in part, illustrate the foregoing remarks, and at the same time serve as a guide to others, which I shall beg leave to submit:

TOWNSHIPS.	Number of Sections.	Number of Schools in operation.	Number of 1st Class Schools.	Number of 2nd Class Schools.	Number of 3rd Class Schools.	Number of Male Teachers.	Number of Female Teachers.	Average Salary of Males.	Average Salary of Females.	Number of Teachers employed.	Number with no School Apparatus.	Number with Maps.	Number with Maps and other Apparatus.
West Oxford	6	6	3	2	1	4	2	58	36	12	2	1	1
Oakland	6	5	2	2	1	4	1	47	36	12	2	1	..
Burford	21	13	1	4	8	9	4	50	30	22	9	1	..
Norwich	23	16	3	4	9	8	8	54	21	24	9	1	1
North Oxford	5	3	..	1	2	2	1	31	36	6	2	..	..
Blenheim	20	14	1	5	8	6	8	50	28	23	10	..	..
Town of Woodstock	2	3	1	2	..	2	1	87	35	3	1	2	1
Blandford	5	3	..	2	1	3	..	56	..	4	1	..	..
West Zorra	15	8	1	4	3	7	1	48	30	11	5	..	..
East Zorra	8	7	1	3	3	3	4	50	28	12	5	..	..
East Oxford	9	8	1	3	4	6	2	44	27	16	5	1	1
Nissouri	15	13	..	4	9	8	5	44	21	25	8	..	..
Dereham	13	10	..	4	6	3	7	43	25	20	7	..	..
Total	142	109	14	40	55	65	44	662	347	190	66	7	4

The object of education is to unfold, to enlighten, and to envigorate the powers of the mind, and to qualify it for exertion, for reflection, and for investi-

gation. To enlighten and refine the moral feelings, and render them susceptible to motives of right action. But this object is, in no degree, realized in the Schools in question.

A simple brief description of those Schools and the methods of instruction pursued in them, (if instruction it can be called,) will convince the Council that these evils are not overstated.

I begin with the mechanical arrangements. The School Houses in many instances, (although not all,) are miserable Shanties, made of Logs, loosely and roughly put together; the interstices filled with clay, portions of which are from time to time crumbling down, filling the place with filth and dust. Under your feet are loose boards, without nails, across which, when one walks, a clatter is produced equal to that heard in a lumber yard. Over your head are the naked rafters, stained with smoke and hung with cobwebs and dust. Two or three little windows, generally half way up the walls, admit the light; and a rough door, which does not fit the opening, creaks upon its wooden hinges. There are, however, a good many School Houses occupied by this class of Schools of a much better description, so far as the building itself is concerned; but in the furniture, and other arrangements they very nearly resemble each other. The writing Desks are generally long, sloping shelves, pinned up against the walls, as high as the breasts of the Pupils who sit before them. The Seats are without backs and from eighteen inches to two feet high. Sometimes, in addition to these, we have a Master's Desk, but awkwardly constructed, for the most part,—too high for the sitting posture, and too low for the standing. This completes the list of articles of furniture. We have no Black Boards, no Maps, and no illustrative Apparatus of any kind.

When we enter one of these Schools we behold a picture of discomfort and misery. The children are perched upon the benches before described; but as they have no support for their backs, and as only the taller of them can reach the floor with their feet, marks of weariness and pain are visible in their features and postures. Some, to procure rest and ease to their aching frames, have drawn up both feet upon the bench and are sitting crosslegged, like a Tailor on his shop board. Others, stooping forward, rest their elbows upon their knees, with one hand supporting their chins, and with the other holding up their books before their weary eyes: while all avail themselves of every possible excuse to change their position and so obtain relief. Some asking permission to go out, others to get a drink, and many constantly flocking to the Teacher's desk with words to be pronounced, Sums to be examined and corrected, Pens to be mended, or difficulties to be explained in connection with Grammar lessons, etcetera. So that the place is filled with noise and disorder, rendering study impossible, and anything like the cultivation of cheerful and benevolent affections entirely out of the question.

The noon recess, at length, brings important relief. The School is dismissed, and the Pupils, with tumultuous joy, press forth into the street. To be permitted to resume a natural position of body, to enjoy the open air and take exercise, at once restores and exhilarates the spirits. So far it is well. But, then, in many instances, they are literally confined to the street. The public highway, the dusty thoroughfare,—is alone available to them, for recreation, or for retirement. The School House stands in a field, the front only being open to the Road. Perhaps opposite or nearly adjoining is a Store, a Tavern, a Smithy, or other place of public resort, and on both hands are the residences of

respectable families. Yet here, thus surrounded and thus observed---sexes and ages are mingled together—must the most private calls of nature be answered, under circumstances which must effectually destroy all self-respect, and work rapid degradation upon the whole juvenile community.

Having described the mechanical arrangements of most of the class of Schools now under consideration, and glanced at the pernicious effects these must produce upon the health and morals of the Pupils, I shall proceed to explain the method of Teaching generally pursued in them. This can be done in a few words. It consists in the bare repetition of a certain number of Lessons in a certain order. Many Teachers pay little, or no, attention to the Classes while thus engaged, but leave them to drag through the prescribed Lesson as best they may; themselves, meanwhile, being engaged in mending pens, watching the behaviour of the other Pupils, etcetera. But when more attention *is* paid to the recitations, principles and facts have no place in the exercises whatever. Words and signs, alone, are thought worthy of any attention. Pupils are required to study their Lessons, preparatory to a reading or a recitation, not, however, with a view to understand, but only to remember them. In preparing their Reading Lessons, for instance, they are not directed to make any effort to comprehend the subject matter of the discourse, to understand the nature of what is taught, or to mark the meaning of any of the terms, or phrases, used. They are only required to con over the more difficult words until they shall be able to pronounce them readily and without hesitation. In a similar manner are other lessons studied. It is true that these Pupils make some progress. They learn to read and write and cipher, etcetera. But, then, with them, these are not operations of mind, nor do they give rise to them. No thought is exercised, and no intelligence is elicited in connection with their Lessons; and consequently no information is acquired. To them their learning, whatever may be its amount, is utterly a dead letter.—an unmeaning form. A Lesson in English conveys no more meaning to their minds than one in Latin would do, should they be set to read in that language. The extent to which this is true will hardly be credited by any one who has not given particular attention to the subject. But in my visits to the Schools I have met with many painful proofs of it. I shall take the liberty to give one instance, which may be taken as a fair specimen of a great number of Schools.

The circumstance I am about to relate occurred in a School in the centre of one of our largest and wealthiest Townships. The School was taught by a person who, in his youth, had enjoyed what we term superior advantages, being connected with a family of high respectability. Notice of my intended visit had, several days before, been sent to the Teacher. The female pupils had displayed that native elegance of mind which, under all circumstances, seems to be natural to their sex by decorating the place with evergreens and bouquets of Flowers. The Room, although humble and coarse, was neat and tidy. When I entered, the Class, in the Fourth Book of Lessons, was reading. A book was put into my hands, and I desired them to proceed. The Class consisted of pupils of from eleven, or twelve, to fourteen, or fifteen, years of age. Their manner of reading was tolerably proper and correct. When they were done I proceeded to examine them on the Lesson. Great Britain had been mentioned in the Lesson, and some allusion made to her people and institutions. My first question, therefore, was —Where is Great Britain? From the vacant and surprised stare with which this question was received by the Class, I was satisfied they had no clear concep-

tion of *what* Great Britain was. For any thing they had learned from their educated Teacher, it might be a great Animal, a great Vegetable, or a great Mineral. I still, however, persevered with my question—not that I hoped to elicit answers from the Class, but chiefly with a view to show the Teacher and such of the Parents as were present how much interest might be excited and how much valuable information might be communicated in connection with nearly every Lesson contained in the excellent Reading Books with which the Council has had the good sense to supply all our Schools. I finally asked what is the form of government in Great Britain. As no answer was given, I reduced the question to the simplest form, asking whether a King, Queen, or President governed in Breat Britain. To this question a pupil, aided by the Teacher, who whispered in his ear, replied, a Queen. I then asked, What is her name? As the class could not answer, I referred the question to the School. After a good deal of hesitation, a young woman on the opposite side of the room, who might have been eighteen, or twenty, years of age, replied "Queen Elizabeth!"

It is true that we do not always find the Pupils, even of this class of Schools, so deplorably ignorant as those were of whom I have been speaking. But whenever we meet with an exception we shall find that the parties have been favoured with other means of acquiring knowledge besides those afforded by their Schools. Some children hear rational conversation at home, or mix with intelligent neighbours, by which means knowledge is both acquired and a love for it inculcated. But this new country abounds with settlements in which, besides the Common School, no means exist for increasing the knowledge of the young on any subject not immediately connected with the pursuits of their parents. All those settlements which are not crossed by some public thoroughfare, and are, consequently, but seldom visited by strangers, and which are chiefly, or exclusively, inhabited by a class of people whose early instruction was as defective as that which is now offered to their children, are in this situation, although some of them are both populous and wealthy.

In those places no Newspapers are subscribed for, and no Books purchased, or read, and the people, therefore, necessarily remain ignorant of the state of the world, and of the stirring events that are filling other parts of it with so much interest.

Multitudes of adults may be found,—owners of the soil and thrifty Farmers, —and, indeed, school Teachers themselves, who are not aware that for the last few months destructive wars have been raging in Europe, or that a revolution has occurred in France. Nor could they tell you whether the inhabitants of Belgium or Switzerland were Pagans, Turks, or Christians.

I must take occasion, in this place, to allude to a most pernicious error which seems almost universally to prevail among Trustees and Parents with respect to the class of Teachers suitable to be employed for the Schools in such settlements. They suppose that men, or women, of the lowest attainments and of the least skill in teaching are, if not the best, at least equally as good, as any others, to take charge of Schools.

I think it will be sufficiently evident, from what has been said, that most of the class of schools described, instead of being nurseries of right instruction to the young, are operating to produce in the public mind a state of perpetual childhood. And should we pursue our enquiries further, I fear it would be found that the influence of many of them upon morals is equally pernicious

and baneful. Admitting that some of the teachers are upright, respectable, religious men, that the Scriptures are read and prayer offered every day, still all these influences are counteracted and neutralized by what is decidedly inimical to the development of the moral sense and the promotion of virtuous feeling.

As it respects the thirty-nine Schools set down in the second class, it will not be necessary for me to enter into any detailed account of them. They partake of many of the defects of the class already described, mingled with some of the excellences found in our best Schools. I may observe, however, that they are nearly all of them of a hopeful character. The Teachers show a praiseworthy desire to acquire knowledge, and to discover the most successful methods of imparting it to their pupils, and hence they deserve encouragement and command respect. Several of them, I fully anticipate, will, from year to year, entitle themselves to take a higher position in their profession, and rank among the most successful and most honoured of their brethren.

There remain to be described the fifteen schools of the first class.

These schools I have denominated first class Schools, not because I think they would compare favourably with the very best Common Schools in any country, nor because I think they need no further improvement, nor yet because I think them all equally good, but because I consider that in the main they are conducted on right principles, and are therefore conferring important advantages upon the Pupils who attend them, both in an intellectual and moral point of view.

As respects further improvement, they would all of them not only admit of it, but in several respects loudly call for it. This is specially true in respect to illustrative Apparatus and School accommodation. Of the former none have ever, as yet, been supplied by the Trustees, to any School in the District, beyond a Black Board, which in a few instances has been placed in Schools at their expense. Whatever other Apparatus are to be found in any of them have been purchased at the expense of the Teachers. And the Buildings and other accommodations are miserably deficient in most instances, and would admit of very considerable improvement in all.

Mr. Goodwin's School in Section Number Two, in this Town, is probably, on the whole, the best conducted of any in the District, and yet nearly the only accommodation furnished him by the Trustees is one tolerably good room. There are no Class Rooms, no Entry or Lobby, no Playground, Woodshed nor Outhouse. Whatever advantages, therefore, his Pupils enjoy beyond those of the most ordinary Schools in the country they owe to him alone. At his own expense he has supplied his School with the most extensive and valuable Apparatus of any in the District, and unceasingly does he labour to render them as useful as possible, under the circumstances, to his numerous pupils. Nor do I consider these schools susceptible of no further improvement in their internal arrangement, and the methods in which instruction is given in them. On the contrary, I regard them as not only improveable, but as being in an actual state of progress. Their teachers are persons who diligently study their profession, and consequently they are becoming more skilful and more successful from year to year.

That we have fifteen Schools in the District such as described is a fact of great importance. That we have only fifteen such is another fact of great importance. That the number may be rapidly increased must be the desire of all who regard the welfare of the young, or the prosperity of the country. Desir-

ous to promote this great object, I wish to allude to two or three particulars which distinguish these Schools from others, and upon which their excellence mainly depends.

The first relates to government and the manner of treating the pupils. This may be said to be parental. The Teacher assumes towards them the aspect of a friend, a tender relative, deeply solicitous for their welfare. He discovers none of that stiff professional *hauteur* and consequential pedagogueism, so ridiculous and yet so common. Every child is received and treated with tenderness and attention. The feelings of the youngest of them are respected, and his rights secured. They are encouraged to love their Teacher and to respect him; and they are made to see, from his carriage towards them, that it is both possible and quite worth their while, to secure his friendship and esteem in return. He familiarly mingles and converses with them, and even extends his sympathies to their juvenile affairs; and yet his familiarity is not of that kind which would compromise the true dignity of his rank, or weaken his authority, or influence. Thus are they led to regard themselves as members of a community, enjoying a consequence and possessing a character too valuable to be lightly forfeited to the wantonness of mischief or the thoughtless levity of frolic and fun. In short they learn to respect themselves, which at once qualifies them to render honour to whom honour is due, and fear to whom fear. In what is debatable in the theory of school government, these Teachers may hold different views, but all agree in rejecting the doctrine that immortal minds may be controlled by mere force; and although most of them may insist upon reserving to themselves the right of appeal to the rod, in extreme cases, yet I believe they all find that these cases seldom occur.

Another excellence of these Schools consists in the manner in which the exercises are varied, and the different subjects of Study and Examination invested with interest, so as to prevent that dullness and tedium which acts so injuriously upon the spirits and health of the younger pupils.

But the chief distinguishing feature of these Schools, after all, is the intellectual method of instruction pursued in them. The object is, to furnish the memory by means of the understanding.

It would appear that the proportion of male Teachers as compared with females is considerably larger this year than last. Last year the numbers were equal. At present there are of the former 65, and of the latter 44. I do not mention this because I think so much has been gained. We have, I am happy to say, several comparatively well-trained and valuable female Teachers in this District, and one of the fifteen first class Schools, as set down in the Table, is conducted by a female. This is Miss Maguire's, in the Township of Blenheim.

It will be seen that the average salaries of the male Teachers are this year less by about 8 per cent. than they were last year, while those of the females are slightly increased.

The next subject requiring remark is the frequent change of Teachers now being constantly made in nearly all of our Schools. There are also a few Schools, say six or seven, in which no change was made, and which were kept open the year round. Of course we can expect but little in the way of improvement where such frequent changes are taking place.

It further appears that no less than 66 of our Schools are entirely destitute of any illustrative Apparatus: —that 39 are furnished with a black board only:— 7 have maps in addition to the Black Board, and only 4 have any other article.

I cannot but regard this as a subject of very grave importance. The usefulness of a few well-contrived articles for illustrating the numerous subjects of study and knowledge, which are almost constantly brought up in connection with the ordinary Lessons, can scarcely be overstated. Indeed many of those questions cannot be intelligibly explained without such means of illustration, especially when the students are young persons, while with them the whole subject might be made to appear in the clearest light, even to the youngest member of the Class. Every School, therefore, even the youngest, and least advanced, should be furnished with a Black Board, a Numeral Frame, or Abaccus and Outline Maps. These should be regarded as indispensable as the Alphabet itself. Our best Schools require the means of familiarly illustrating nearly every ordinary question connected with the physical and mathematical sciences. A beautiful set of twenty Common School Apparatus, well adapted to the wants of our Schools, has been offered here for the remarkably low price of £5. If the parents of our young people, and the Trustees of our Schools, could only be made aware of the extensive benefits which such an apparatus, in the hands of a skilful Teacher, would confer upon their children, methinks that in every School Section where such a Teacher is employed the five pounds would be placed in the next quarterly ratebill by unanimous consent.

The excellent Reading Books, which were ordered by the Council to be purchased for the Schools, have now been generally distributed. I am happy to report that in a great majority of cases the books are, so far, well preserved; and due care seems to be taken to keep them so.

The beneficial effect of these books in the Schools cannot escape the observation of the most careless observer who visits them. The great variety which formerly existed in the Reading Books has disappeared, and with it the numerous divisions and subdivisions of Classes, which formerly filled the place with confusion and uselessly consumed the time of both the Teacher and the Pupils. At present the Pupils in nearly all the Schools are classed according to their respective acquirements, and three, or four, Reading departments, frequently, include all the individuals in a School.

By the introduction of the new Municipal and Common Schools Acts, which will come into operation on the first of January next, your functions as District Counsellors, and mine as Superintendent of Schools, will cease at that time. This circumstance furnishes me with a suitable opportunity to express the high sense I have of the liberal and enlightened course which has been pursued by your honourable body in relation to the educational interests of the District. And if any success has attended my own labours as Superintendent, in improving the condition, or elevating the character of the Schools, or in enlisting a greater amount of public sympathy in their behalf, I owe it in no small degree to the generous support and aid which you have afforded me, both in your Municipal capacity and as influential individuals in your respective Townships.

WOODSTOCK, October, 1849. W. H. LANDON, *Public School Inspector.*

ESTABLISHMENT OF SCHOOLS IN THE NIPISSING DISTRICT.

The first Public School here was known as School Section Number One in the Township of Bucke,—neither the present Town of Haileybury nor the Township of Bucke was organized at that time. The first Teacher was Mrs.

W. Clifford. She remained for a year, and was followed by a young female Teacher.

Haileybury. The first organization of a School Board here was in 1894, Mr. C. C. Farr, the late P. T. Lawlor and Mr. P. A. Cobbold being the first Trustees. The first School House was built in the following year. It was a small Frame Building, one Storey in height and 18x24 feet in size. It is still in existence, and was used until 1902, when a two Roomed Brick School House was built. This was enlarged in 1906, when two more Rooms were added to it. Still there was a demand for further accommodation, and, in the present year, a fine modern Eight Roomed School House has just been completed, built of pressed Brick and "up-to-date" in every respect—a Building of which any Town in Ontario might well be proud. In 1908 a Separate School was organized and a small Frame School House built. And in the present year a High School Board has been appointed and high school work will be carried on in the old Public School Building.

Haileybury, January 26th, 1910. Paul A. Cobbold, *Secretary.*

The Cobalt Public School was established in 1906, being at that time a one roomed School House with one Teacher. In 1907, we had constructed a four Roomed School House. In 1908, we added four Rooms to the Building of 1907, and at the present time our School House consists of an eight Roomed Building. In addition to the Public School work done, we are carrying on a Continuation Class in the Principal's Room. Approximately $30,000 has been expended in our School Buildings and equipment of Cobalt up to the present time. We employ eight Teachers.

Cobalt, 26th January, 1910. T. A. McArthur, *Chairman.*

Englehart. In March, 1907, a School, with thirty-five Scholars, was established in Englehart Village. Mr. Henry Bunt was the first Teacher. Many of the Children had never been at School before, and many Nationalities were represented in it. Mr. Bunt having resigned, Miss O'Grady took charge. Under her good management, much improvement took place. When the Town was organized, the Members of the School Board found themselves short of money for current expenses; and having decreased the Teacher's Salary, she retired, and Mr. H. M. Faul took her place in January, 1909. On the 25th of April, the School House, a rented Building, was burned, with all its contents. Another Building was secured, and furnished. In September the School was moved into its own Building,—a Two Storied Four Roomed Brick School House on a Lot of 360x132 feet. To build this School House, Debentures were issued to the value of $7,500. In September, 1909, it was found necessary to employ another Teacher. Miss Whelan was engaged. There are now about 140 names on the School Roll, and the Board intend to engage another Teacher almost at once. We have always been fortunate in getting good men as Trustees, and harmony and united effort have marked their Meetings. The School discipline is thoroughly established, and the clean appearance and good behaviour of the Children indicates the good work which is being done. Our greatest drawback is the fact that one-third of the Town Property is exempt from Taxation, being the property of the Ontario Government. In December last, a School Concert was given to raise Funds for the purchase of a Bell. It was a great success,

and reflected much credit on the Children and Teachers who took part in it. Nearly $100 was realized, and the Bell was purchased. Mr. T. P. Watson is Chairman of the Board. We are using only two Rooms in the School, but will soon furnish a third Room for occupation. One Room will be filled up as a School Board Council Chamber, and will also be occupied by the Division Court, when it is in Session.

ENGLEHART, February, 1910. J. HAMPDEN FIELD, *Secretary-Treasurer.*

NORTH BAY. The Town of North Bay owes its origin largely to the fact of its choice as a terminal point by the Canadian Pacific Railway Company. In the year 1882 this Railway had advanced thus far in construction, and early in the succeeding year the demand for School accommodation was met by the erection of the first School House for the purpose—a Log structure, the material being hewn from the standing timber on the ground. In two years the attendance had exceeded one hundred Pupils, and a second Teacher was employed, both occupying the original Building until the erection of what became commonly known as the "Blue School" in the east end of the Town. This was followed in 1891 by a Central School House, a substantial Brick structure of four Rooms. For eight years this accommodation sufficed, but, to keep pace with the rapid growth of the Town, the "Blue School" was replaced by a four room Brick Building in 1899, known as the McIntyre Street School. In 1906 the accommodation of the Central School was doubled by the erection of a four roomed addition, with spacious Corridors and modern appliances in every respect. Such was the expansion of the Town during the following three years that a similar addition had to be made to the McIntyre Street School. By the close of the year fourteen of the sixteen Rooms available were occupied. From the opening of the first School under Mr. Egnall to the present, under Mr. W. M. Bradley, the Schools have been in charge of competent Principals and the standing of School education is well sustained.

In 1907 a Kindergarten was established, and by the Close of 1909 the enrollment of Pupils was about eighty, with one Director and two Assistants in charge.

The attendance in the Public Schools is approximately eight hundred, the total value of the Buildings and equipment thirty-eight thousand dollars ($38,000) and the annual running expenses about twenty thousand dollars ($20,000). Possibly North Bay has held for some time the premier place in Ontario for Towns of its size for salaries paid, the schedule ranging from a minimum of Five hundred dollars to a Fifteen hundred dollar maximum.

The Board at present consists of Messieurs R. M. Miller, T. N. Colgan, J. T. Lindsat, T. Wallace, the Reverend G. L. Johnston and Mr. J. H. Hughes. Under their wise and careful administration the foundations are being securely laid for a splendid type of citizenship in this Northern metropolis.

With the development of the Public School System that of the Separate School has kept fully apace.

In the year 1901 a High School was established, the Classes occupying Rooms in the Public School Buildings. In 1903 a large four room School House was erected at a cost of Eighteen thousand dollars ($18,000).

The Board at this time consisted of Messieurs A. G. Browning, J. M. McNamara, D. Purvis, D. J. McKeown, J. C. Detlor, J. Blanchet, William Martin, Sr., and W. W. Smith. The first Principal was J. B. McDougall, B.A., who

was followed in succession by Messieurs J. M. McKinley, B.A., and A. R. Girdwood, B.A. In 1909 the attendance was one hundred and ten Pupils, and there is early necessity of doubling the accommodation, so large has been the increase. The School House is a substantial structure of Brick with spacious Corridors, Assembly Room, Laboratories, Library, and all that goes to make a fully "up-to-date" School.

This sketch was prepared by two men that were connected with the Schools, as Principal and Trustee, for some time.

North Bay, March 17th, 1910. E. H. Young, *Secretary-Treasurer.*

Sturgeon Falls. In September, 1883, a Frame School House was built here, and a Teacher was employed for four months of that year.

Mr. John Scott was Chairman of the Board, and Mr. J. D. Cockburn, Secretary. The remaining Trustees were Messieurs James Halditch, Renalds and Connell.

In the year 1888, the Roman Catholics withdrew from the Public School and formed a Separate School for themselves.

In the year 1894, a Public School House was built of Brick.

The next year, 1895, Sturgeon Falls was incorporated, and a Public School Board of Trustees was elected.

In the year 1900, four Rooms were added to the present School House, a few years later the four Rooms were taxed beyond their capacity with Pupils who attended, and the Trustees were forced to engage another Teacher in the School, and to rent a vacant Store for the additional Pupils, and to engage a sixth Teacher, and also to put a Class or two in the rented Store.

In the year 1906 an addition of four Rooms was added to the present School House, making the total cost of the School Buildings to be about $25,000.

At the present time there are the names of 268 Pupils on the School Roll, with an average attendance daily of 197 of them.

Sturgeon Falls, January, 1910. W. C. Parliament, *Secretary-Treasurer.*

Establishment of Schools in the Algoma District.

Blind River. The first School was built here in 1884, and, for five years, it was supported by subscription. In 1889, there were so many of the families who refused to pay Fees toward the support of the School that it was found necessary to establish a School Board to collect them, which was done, and the Board appointed Miss Hamilton as Teacher.

Blind River, December 22nd, 1909. G. H. Christilan, *Secretary.*

Bruce Mines was a mining centre as far back as 1850. From that date until 1860 there were Private Teachers employed here. No records are to be had showing who were the Teachers employed.

From 1860 to 1865, Mr. James Harvey, a Miner, who had lost the use of his hand, taught the Public School here, and received a Government Grant of $100 per annum. Each pupil attending the School paid forty cents per month. There were no Trustees, and the School was supported by the Mining Company then in control of the Mines.

The first date on which I can obtain any record of the School transactions was in 1881, when Bruce Mines had a Rural School. Mr. Frank Prout was Secretary-Treasurer of the School Board, Mr. R. H. Cairns was the Principal Teacher and Miss Marks the Assistant.

From that date until the year 1903, Bruce Mines had a Rural School. By Proclamation, dated December 19th, 1902, the Town of Bruce Mines was incorporated as a Municipality, and the Trustees of the School Board were Messieurs R. E. Miller, William Fleming, James Grigg, Reverend D. H. MacLennan, F. J. Snider and Thomas Sullivan, the latter being Secretary-Treasurer, and the following were the Teachers: Principal, Mr. D. M. Christie, and Assistants, the Misses Sheppard and Springer.

Since that time, we have taken up the Continuation Course in the School.

SAULT STE. MARIE, November 6th, 1910. THOMAS SULLIVAN, *Secretary-Treasurer.*

STEELTON formed part of the Township of Korah until 1904, when it was formed into a Town. The Town has two Schools, known as the Central and Buckley,—the former having six Teachers, and the latter two.

SAULT STE. MARIE, January, 1910. J. P. HUTCHINSON, *Secretary.*

THESSALON. The first School in the Town of Thessalon was built in 1883, and a teacher employed for it at $300 a year. By 1887, the population had increased sufficiently to necessitate the engagement of an Assistant, at a salary of $175. In 1888 Mr. R. Sparling became Principal, and another Assistant was also afforded and appointed in that year.

The Town became incorporated in 1892, and the School accommodation was increased by the erection of a second School House, and was placed under the Principalship of Mr. R. H. Hayes. He retained the position until the year 1894, when he was succeeded by Mr. B. C. Case. The Town North of the School Area has always included a portion of the adjoining Township, and is known as Union School Section Number One, Town, and Township of Thessalon.

The School continued under the management of Mr. Case until 1897, when it became a District Training School, and a fourth Teacher, under Mr. D. H. Lent, as Principal, was employed. Fifth Class work was then taken up, and Non-professional District Certificates issued.

No further progress was made until 1906, when new industries brought an increasing population, and necessitated more School accommodation. Buildings were rented, and additional Teachers were employed and this has continued until, at the present time, seven Teachers are on the Staff, which must shortly be increased. In 1907, Continuation Work, up to Matriculation and General Teachers work, was added; and, considering the circumstances and disadvantages under which the School has been labouring, it has been fairly successful. A new eight Room Brick School House has just been built, at a cost of $25,000, being the most complete and modern School Building in this District. The prospects for good effective work in it are most encouraging.

SAULT STE. MARIE, March 17th, 1910. JOHN BAXTER, *Chairman.*

ESTABLISHMENT OF SCHOOLS IN THE KENORA DISTRICT.

KEEWATIN. On September the 9th, 1882, a public Meeting was called for the establishing of a School in Keewatin. The following persons were elected

as a Board of School Trustees: Messieurs John Mather, Edwin Newell, John Kay, Mathew Dealbough and C. W. Zimmerman. Mr. John Mather was elected Chairman of the Board and Edwin Newell Secretary-Treasurer, also Assessor, to make the first Assessment. It was also decided to charge a fee of 30c. per month for each Pupil, so as to meet the expenses of the School. Mr. John Fell was engaged as the first Teacher, who resigned in March, 1883, and was succeeded by a Mrs. John A. Warren, who taught for the balance of the year.

There is nothing in the Board Minutes to show where the School was held at that time. In 1888 a School Site was secured and a School House was put up. On the 20th of January, 1897, this House was totally destroyed by fire. Temporary quarters were secured in a Building then known as the Salvation Army Barracks. In 1897, a new solid Brick, four Room School House was built at a cost of $7,500.

In the spring of 1909 it was found that the accommodation was not sufficient, and a new two storey addition was built. The old Building was altered and repaired at a cost of nearly $9,000.

At the present time there is a Staff of six Teachers—a Principal and five Assistants. The salaries paid to them in 1909 amounted to $4,250. The number of Pupils on the School Roll from 5 to 21 years of age was 252.

The present Board of School Trustees is as follows: Messieurs J. H. Robinson, Chairman; G. H. Kelly, P. H. Reid, A. G. Holmes, Donald McLeod and S. Hunter.

KEEWATIN, 1910. W. J. CRAIG, *Secretary-Treasurer.*

HISTORICAL DATA OF THE KENORA TOWN PUBLIC SCHOOLS.

1881-3. Private School in operation.
1884 Public School established (1 Teacher).
1886 Public School (with 2 Teachers).
1887 School with 1 Room opened in West Ward.
1890 3 Room Building erected (Teachers employed, 4).
1892 Two One Roomed Ward Schools put up.
1893 1 Room Addition to West Ward School House. Total P. S. Teachers, 7.
1897 4 Room Addition to Central School House. Total Teachers on Staff, 13.
1894 2 Room Addition to Public School House.
1897 Central School House (10 Rooms) destroyed by fire.
1898 New Central School House (12 Rooms) and New Brick School House in the West Ward built (2 Rooms).
1901 High School formed with three Teachers in Classes of the Central School Building.
1902 Union of the High and Public School Boards.
Total Teachers of High School, three.
Total Teachers of Public School, fourteen.
1907 2 Room Board School House built.
1909 1 Room addition to South Ward School House built.
Total Teachers on January the 1st, 1910—High School, three; Public School, seventeen.
School Children enrolled during the year 1909—High School, 105; Public School, 933.

KENORA, January 4th, 1910. M. SEEGMILLER, *Secretary.*

SCHOOLS IN THE PARRY SOUND DISTRICT.

POWASSAN'S first School was established in the year 1891. It was held in a Hall rented for a short time until the erection of a School House in the same year. Commencing with one male Teacher and gradually adding, in both Teachers and Building, etcetera, until at the present time there is one Principal of Continuation Class, or practically a High School, and four lady Teachers. We have just added a new wing to our present School Building, which now makes the third addition to the first Building. We now have one of the finest equipped Schools in the District.

POWASSAN, 20th December, 1909. W. C. PORTER, *Secretary.*

KEARNEY. In 1896 the population of Kearney had increased to such an extent that it was found necessary for a portion of Union School Section Number Nine Perry and Bethune to withdraw from the old Union School Section Number Six. This withdrawal was effected harmoniously, and a large and Commodious Frame School House was erected, capable of accommodating sixty-two Scholars. The first Trustees were Messieurs R. McConkey, (Post Master), J. F. Mann, (Merchant), and James Lionel. To these gentlemen belongs the credit of the beginning of a very efficient School for a number of years past. A second Building has been rented, in which the Junior School is being held.

Indeed, had the advice of Mr. R. McConkey been followed, a School with double the accommodation would have been erected at the time when the first School House was built.

KEARNEY, February 9th, 1910. H. G. YOUNKIE, *Secretary-Treasurer.*

SCHOOLS IN THE RAINY RIVER DISTRICT.

Rainy River School was first organized in 1891 by two Settlers named Mr. A. Cameron and Mr. James Little, and was under the care of a Lady Teacher, who received $75.00 per annum as remuneration. A Log School House was used as a School Building, and the Pupils in attendance numbered eight. Four of these were children of the only white settlers there were in the locality at the time, and the other four were half-breed children.

In 1892, Mr. Cameron presented a free Site for a School House and a larger and more up-to-date Building was constructed on the River Bank. This was used for a number of years and the attendance of Pupils steadily increased from both the Town and the neighbouring Township of Atwood. Lady Teachers were in charge at different periods until 1902, when the services of a male Teacher were secured. The School, from 1900, was also assisted by a Government Grant.

In 1903-4, an additional Teacher was engaged, a Public School Board was regularly organized and negotiations were entered into to purchase a more suitable Site, and to procure a loan for building a new School House. The Building in use being too crowded, it was at this time necessary to rent a Building pending the construction of the proposed School House.

Early in 1905 it was found that the School had attained such proportions that a qualified male Principal was appointed by the School Board, and he had two lady Assistants. In the Fall of the same year a Site was purchased in the residential part of the Town, and, at a cost of $25,000, a handsome eight-roomed, Brick-veneered chool House was constructed, with modern heating and ventilating appliances, the old Building being sold to the School Section Trustees in the Township of Atwood.

In 1906, the School Board deemed it necessary to employ three assistant Teachers, and the instruction and accommodation provided induced parents to send their children from outside places to the School.

In 1907 and 1908 no further advance was made, until, in March, 1909, the Board considered it advisable to furnish another Room, and a fourth lady Teacher was engaged. At the present time the average attendance is 175, and this year's School Board has made provision for a similar addition to the Staff and School accommodation for the coming year.

Of the members of the Board for 1909 the Chairman was Mr. George S. Parker and the Secretary, J. H. Wilson. The School Staff consisted of Principal E. Awde, and Lady Assistants, Mrs. Hume, and the Misses Burns, Parks and Bates.

Rainy River, January 6th, 1910. J. H. Wilson, *Secretary.*

Fort Frances. Our Schools are:

(1) One Separate School, (one Teacher).

(2) One Public School, graded (three Teachers).

(3) One Continuation Class. At present one Teacher, but having had two Teachers before Christmas.

Fort Frances, January 28th, 1910. Robert Moore, M.D., *Chairman.*

Schools in the Sudbury District.

Copper Cliff has two Frame School Houses:

(*a*) The Central, or New School, employing five Teachers. It was established ten years ago.

(*b*) In the Ward, or Old School, there are two Teachers employed. It was established twenty years ago.

The New School is heated by Steam Furnace, and the Old School by Stoves.

Two Janitors are employed who attend to the heating and cleanliness of the Schools and Premises.

The first Teacher of Copper Cliff was a Mrs. Burd, now of Sudbury.

The School Board has bought and furnished a House, or Residence, for the accommodation of the Lady Teachers, as formerly it was difficult to keep Lady Teachers, without such accommodation, more than for one Term.

The Principal receives a salary of $1,000 per annum, and each of the Lady Teachers, $450.

The Schools are equipped with Slate Black Boards and the latest Maps, etc.

The number of Children enrolled on the School Register during 1909 was 470. The number enrolled per month is about 340, with a daily average of attendance between 80 and 90 per cent. of the monthly enrolment.

The great majority of the Pupils are of foreign parentage, all countries of Europe having Representatives except Portugal, Turkey and Greece. The Foreign Children, often having acquired a working knowledge of the English Language, show equal capacity and ability to the Canadian Boy, or Girl, and, in many cases, show a greater eagerness to learn, and on the whole they are more obedient to discipline. All classes mingle together in their sports and are growing up true and loyal Canadians.

There is also a Private School in the Town, known as the Lincoln Private School, with a Mr. Farnham, a Graduate of Queen's, as a Teacher.

Copper Cliff, January, 1910. W. J. Ferguson, *Principal.*

MASSEY Public School was first organized in the year 1888, being part of the unorganized Townships of Salter and May. Two years later the Municipality was organized, and the School attendance made slow but steady increase year by year under the able management of Messieurs Mackie, Reid, Houle, Cadotte, Sadowski, Bowers, Byers, Teachers, who, in their respective terms of office, did much to further the interests of Education in our midst, and the School became a two Roomed School in the declining 90's. In the year 1903, the Town of Massey withdrew from the Rural Municipality, and was incorporated into a Town, and our School became an Urban School, under a School Board of Six Trustees, with Mr. Lour as Chairman of the Board. During the year 1904, the Separate School Supporters withdrew and established a School for themselves. In 1906 the School Board set about to improve the Educational standard of the School, to meet the growing requirements, and encouraged the establishment of a Continuation Class. In the Summer of 1908 the School Board added a third Teacher to the Staff. The School has a good Public Library, and has fully equipped appliances for instruction in High School Work. Our present School Staff are Mr. R. A. A. McConnell, Salary $950.00; Miss Mary McKenzie, Salary $475.00; Miss Mary Malcolm, Salary $475.00. The School Board, Teachers, and Inspector, Mr. L. A. Green, have worked hand in hand in bringing the School to its present high standard, and have secured a new and more suitable building Site, with the intent of erecting a more suitable School House, whenever Funds are available.

MASSEY, January 10th, 1910. R. WRIGHT, *Secretary.*

MISCELLANEOUS SCHOOLS IN VARIOUS DISTRICTS.*

EASTERN DISTRICT COMMON SCHOOLS.—The District Board of Education has distributed for the year 1838, to the several Teachers, the sum of Nine pounds Nine shillings each, for the period of twelve months, being the full amount of the allowance from Government.

The Board considers that, notwithstanding the small allowance, much good is done in the District, and, were the allowance to be increased, Teachers would come forward better qualified, and be induced to remain. Many at present seem to continue for a few months, as a matter of convenience, and to assist themselves in following other occupations, which greatly retards the improvement of the children. (Signed by Messieurs Joseph Anderson and D. McDonell, Members of the District Board of Trustees.)

SCHOOLS IN THE EASTERN DISTRICT—TRANSITORY TEACHERS.—Were the allowance to be increased teachers would come forward better prepared, and be induced to remain. Many at present seem to continue for a few months, as a matter of convenience, and to assist themselves in following other occupations, which greatly retards the improvement of the children.—Joseph Anderson, D. McDonell, School Trustees, Cornwall, 9th May, 1839.

EASTERN DISTRICT COMMON SCHOOLS.—The District Board of Education say: The Trustees of the several Schools report favourably of the progress of the pupils and the attention of the Teachers in the various branches taught. (Signed by Messieurs Joseph Anderson and D. McDonell, School Trustees.)

* Compiled from various Reports sent to the Education Department in the early days.

Bathurst District Common Schools Summary.—Teachers, thirty-nine; boys, five hundred and seventy-three; girls, four hundred and thirty-four. Michael Harris, G. H. Reade, Members of the District Board.

Johnstown District Grammar School.—The Trustees say: The School has continued during the year last past, under the superintendence of the Principal, the Reverend Henry Caswell, M.A., assisted by Mr. William Miller, late of Trinity College, Dublin. Under such superintendence, the Trustees are happy to report that the School is in an unprecedentedly flourishing condition. (Signed by the Reverend Messieurs Edward Denroche and William Smart, and Messieurs Bartholowmew Carley and E. Hubbell.)

Midland District Grammar School.—The number of scholars in attendance at this School is thirty-two, who are divided, according to their age, proficiency, or probable occupation in after life, into several classes, the two senior of which are instructed in the elements of the Greek and Latin languages, in the use of the Globes, in Algebra and Euclid and in Sacred and profane History. The other classes, according to their capabilities, are successfully assisted in the acquisition of that knowledge, both of a religious nature and secular, which is so essential to their future happiness and usefulness, as members of society, and subjects of a Christian Queen.

The Trustees of the Midland District Grammar School earnestly desire to call Your Excellency's attention to the decayed state of the Building now occupied as the District Grammar School House. They beg to assure Your Excellency that, in a year or two, at most, it will be in such a ruinous state as to be absolutely untenable; and they have no funds at their disposal, from which they could either repair the present House or erect a Building more adequate to the wants of the District. (Signed by Archdeacon George Okill Stuart, the Honourable Messieurs Thomas Markland and Robert D. Cartwright, and James Sampson, the Master and Members of the School Board.)

Prince Edward District Common Schools.—The District Board of Education is well convinced that much benefit is derived from the encouragement given to Common Schools by the Government. The Trustees of the several Schools report generally that the Teachers employed conduct themselves with propriety, and the Board hope that encouragement will still be extended, for the purpose of improving and increasing Common Schools in the Province. (Signed by the Honourable Simon Washburn and Mr. N. Bollard, Members of the School Board.)

District of Newcastle Common Schools.—It will here be perceived that twenty-one schools are now on the books of the Board of Education for this District. Four have as yet given in no report, but were passed at the last general meeting of the Board, as approved.

Hitherto the number of schools has permitted an allowance of twelve pounds ten shillings per annum to each, but it is probable, from their increasing number, that next year that amount will be diminished. A. N. Bethune, Member of the District School Board.

Western District Common Schools.—The Western District Board of Education thus report on the present State of the Common Schools in the District:

First—The situation of the School House is not always judiciously chosen, it being situated often more for the convenience of some influential person than for that of the inhabitants generally of the settlement.

Second—The School House is often a wretched log hut, or a ruinous building, altogether unfit for the purpose,—especially in the winter season.

In too many cases the Teachers are badly qualified for the task which they undertake; and, some of them having taken up the profession more from necessity than choice, are seldom permanent, and consequently very ineffectual Teachers.

The remuneration which the Teachers of Common Schools receive for their services is by no means sufficient to induce respectable and well qualified Teachers to undertake the often irksome and laborious task.

REPORT OF THE COMMON SCHOOLS OF UPPER CANADA IN 1838—STATISTICS.

The Total number of Common Schools in Upper Canada, as reported for 1838, is 651. The Total number of Children receiving instruction, per the School Returns of 1838, is 14,776.

Name of District.	Population.	Number of Schools.	Number of Pupils.		Books used in the Common Schools.
			Boys.	Girls.	
Johnstown	31,796	84	1,925		Bible; Testament; Mavor's Spelling; English Reader; Daboll Keel and Walkingame's Arithmetic; Murray's Grammar, etcetera.
Bathurst	23,436	84	1,154	936	Reading Made Easy; Mavor's Spelling; Bible and New Testament; English Grammar and English Reader.
Prince Edward	13,212	64	2,110		Murray's English Reader; Walker's Dictionary; Cobb's Spelling Book; and First Book; Mavor's Spelling; Murray, Kirkham and Lennie's Grammar; Olney and Woodbridge's Geography; Testaments; Rogers, Willett, Daboll and Walkingame's Arithmetic; Goldsmith's Histories of England and Rome.
Newcastle	35,755	44	Number not returned.		New Testament; Mavor's Spelling; English Reader; and Walkingame's Arithmetic.
Eastern	29,498	89	2,460		Reading; Writing and Arithmetic, and, in some Schools, Latin, Geography, and English Grammar are taught.
Ottawa	8,016	28	670		Testament; Eton Grammar; Goldsmith's History of England; Blake's Natural Philosophy; Mavor's Spelling; Murray's Grammar; Arithmetic and Writing.
Home	57,314	92	2,557		NOTE.—No return of Books used.
Niagara	30,522	48	.....		NOTE.—No return of number of Pupils or of Books used.
Western	16,901	33	574	287	Mavor's Spelling; Murray's English Reader; New Testament; and a variety of Books of Arithmetic.
Midland	37,382	..	.....		NOTE.—No reports have been received from any of these Districts.
Gore	50,319	..	.....		
Talbot	....	..	.....		
London	38,914	85	1,359	744	Old and New Testament; Goldsmith's and Olney's Geography; Murray's Grammar; Mavor's and Cobb's Spelling Books; Arithmetic; in some Schools, Latin, Euclid, etcetera.
		651	14,776		Pupils reported in 10 out of the 13 Districts.

PART VI.

THE ESTABLISHMENT OF SCHOOLS IN THE SEVERAL COUNTIES OF ONTARIO.

Schools in the County of Peterborough, 1845.

A new Common School Act, passed by the Government of the day, came into force in 1844, and Mr. Elias Burnham was appointed Superintendent of Schools for the County of Peterborough (formerly the Colborne District), in order effectually to carry out its provisions,—an office which Mr. Burnham accepted rather from a desire to further the important interests of education than from any emoluments belonging to the office,—the salary attached to which during the period he held it was at first Twenty-five pounds and then Fifty pounds per year, including travelling expenses,—Mr. Burnham discharged the arduous and laborious duties of this office, from this time up till the year 1850, with zeal and ability,—in doing so travelling on horseback from six hundred to eight hundred miles annually. The following Official report, which he submitted to the County Council at the close of the year 1844, will be found interesting as an illustration of the position of the District at that date, in an educational point of view:

I desire to lay before you a Report relating to the Common Schools of this District for the year 1844. I have visited all the Schools during the past year, in operation at the time of my annual examination, except one in Verulam and Harvey, and one in Fenelon and Bexley. The character of the Schools, generally, is satisfactory. It is to be regretted, however, that in many of the School Sections, particularly those in the Townships of Ops and North Monaghan, the School Houses are so very bad, amounting in some instances to a state of actual discomfort and unhealthfulness; but I have invariably urged upon the people the necessity of their improvement, and I have reason to believe that they fully agree with me therein, and that they will remedy the evil as soon as possible.

The attendance of children is good, averaging to each School about twenty-five, but I am sorry to see this number confined solely, or nearly so, to children of small age. Taking one School with another, there is a fair proportion of children who read and write.

In no instances in my recollection, with one, or two, exceptions, have I seen the English Grammar in use; very seldom Geography, and no History, except occasionally in a Reading Book. The Bible I found in general use.

There is a great deficiency of School Books in very many of the Schools. This, I was told, originated in the carelessness, or poverty, of the Parents. I have, however, invariably urged upon them the necessity of supplying their Children with proper Text Books. The Teachers frequently complain of this deficiency, and of their consequent inability to classify their scholars; which is prejudicial to their advancement.

I have reason to believe that the Teachers rely more upon reason and common sense in their instruction, than upon the Rod; and I have invariably urged upon them to do so. I have also had to suggest the benefit of allowing the children a short relaxation during School hours. I have also made it known that intemperance in any Teacher will be regarded by me as a good cause for his immediate removal, and that cruelty towards his scholars will be promptly put down.

Upon the whole, I may say that, although there is much room for improvement in many of the Schools, still there is no real cause for complaint, and I am satisfied that they will continue gradually to prosper, and that the Teachers will be improving.

I may further state that I made an application some time ago to the Governor-General for the free grant of a Lot in the Town of Peterborough, to Trustees, with a view of ultimately being able to build thereon a commodious School House, and establishing by private munificence a fund, the interest from which would be sufficient to supply free tuition to all who might choose to avail themselves of it, and to have a good Library in connection therewith; and I had intended, if my exertions had been successful, to have devoted the entire of my salary, as Superintendent, for that purpose. But His Excellency did not condescend to notice my Petition, and so the matter for the present has ended.

PETERBOROUGH, February 11th, 1845. E. BURNHAM, *County School Superintendent.*

Mr. Thomas Benson succeeded Mr. Burnham in the office of County Superintendent, the salary being now raised to One hundred and thirty pounds per year. Mr. Benson was highly respected, both for his intelligence and the urbanity of his manners. His was one of the many valuable lives lost in the terrible Railroad disaster at the Desjardins Canal in 1857. He retained the office of County Superintendent for only one year. His Letter of resignation is interesting, as portraying the arduous duties of that office and the scant remuneration thus afforded for services so important. It is as follows:

GENTLEMEN.—The period having arrived when it becomes necessary that you should provide for the superintendence of the Common Schools of the County for the ensuing year, it is proper that I should inform you that I do not intend to offer myself as a Candidate for the situation you did me the honour to confer upon me at the commencement of the past year.

If I here take occasion to refer to a few of the reasons which have induced me to come to this determination, it will be with the sole view of increasing the usefulness and efficiency of an office the faithful discharge of the duties of which may do more to promote the social and moral advancement of the rural population of this County than any other secular agency within your control. The first and most powerful motive which impels me to decline a reappointment to the office of County Superintendent of Schools, is the conviction that the amount of labour which the faithful discharge of its duties would entail upon the incumbent is more than any one person could possibly endure.

The distance which must be travelled over to complete one visit to each School Section in this County would appear totally incredible to any one who has not taken some pains to reckon up the numerous journeys it occasions; one visit could not be nearly accomplished in a quarter of the year at an average rate of travelling of twenty miles a day. This rate, considering the state of most of the Roads, and the time which must be spent in properly examining a School, is greater than could possibly be maintained for a whole year. The extent of my correspondence during the past year has been much greater than any one anticipated. Upwards of six hundred communications have been received by me, and nearly five hundred despatched. It is true that this will be in future greatly diminished, unless changes are made in the School Law; but it will always be very considerable. The operation of a law but newly introduced entailed upon me the preparation of opinions and decisions, which not unfrequently required days of careful research, and much labour in furnishing numerous copies.

With regard to the condition and prospects of Common School education in the County, an improvement has taken place, and an impetus has been given to the desire for further advancement which must have become so apparent to each of you in your several localities. Whether this improvement shall go on with a much needed and

steadily increasing progress, will greatly depend upon the appointments which the Council may now make to fill a situation the duties of which I feel that I have very imperfectly discharged.

THOMAS BENSON,

PETERBOROUGH January 28th, 1852. *Superintendent of Schools, County of Peterborough.*

NOTE.—After the retirement of Mr. Benson, in January, 1852, the County was divided into four sections, for purposes of School superintendence, of which the Townships of Smith, Douro, and Otonabee formed one, Asphodel, Dummer and Belmont formed another, the other two consisting of the Townships of North Monaghan and Ennismore respectively. The Reverend Edward Roberts was appointed Local Superintendent of the first division, the Reverend Thomas Seabright of the second, Mr. Thomas Fortye for North Monaghan, and Mr. Patrick Sullivan for Ennismore. In March, 1853, requests were made for the appointment of separate township Local Superintendents, and, notwithstanding the formal disapproval of this system expressed by Mr. William Cottingham, the Warden, in his address to the Council, this system was adopted, and has been since continued until 1866, when an effort towards the centralization of the duties of the office was made again, and with partial success.

SCHOOLS IN THE COUNTY OF RENFREW, 1835, 1849, 1897, 1900.

The early School of Renfrew. In 1835, the first School Section was organized within the limits of Renfrew, with a Trustee Board of three Members, namely, Doctor John McNab, Sergeant Airth, and Mr. Thomas Costello. A small School House of sided elm Logs was erected, and 25, or 30, Pupils assembled for instruction in Reading, Writing, and Arithmetic. Mr. Duncan Ferguson, a youth of 18 or 19 years of age, was the first Teacher, at a salary of £40 a year, together with the Government Grant.

In 1849 a new Grammar School House was erected, which did service as a Public and High School, and Mr. Finlay McNab, a Graduate of Queen's University, was the first Grammar School Teacher. In 1877, the Model School was established, and, three years later, a High School House was erected. This Building was enlarged in 1895, and since that time the status of the School has been raised to that of a Collegiate Institute. In 1897 a Public School House was erected in the North Ward.

RENFREW, October 13th, 1909. G. G. MCNAB, *Inspector.*

ESTABLISHMENT OF SCHOOLS IN CASSELMAN, COUNTY OF RUSSELL.

Casselman, on the Nation River, in the County of Russell, owes its origin to the Lumber Trade. With the advent of the Railway in 1884, large Saw Mills were erected here to manufacture Lumber. The Timber being gone, the Lands are being converted into fine Farms, and Casselman is now a prosperous Village.

There is a small Public School in it, which was established as a Rural School some years prior to the incorporation of the Village in 1889. One of the early Teachers was Mr. John Nelson, who is now Principal of the Kemptville High School.

RUSSELL, February 26th, 1910. W. J. SUMMERBY, *Inspector.*

SCHOOLS IN THE COUNTY OF GRENVILLE.

I came, a Teacher, from Scotland in 1831. Young as I was I could not help seeing the vast difference between the Public School advantages of my Country, when compared with the Country of my adoption. So I resolved to sacrifice the financial advantages which I possessed; and I obtained a Certificate to teach a Common School, and gave over twenty years of the best of my life to the Profession. In this time I taught in the best Schools in the Country, and in the best School Houses; for six years and six months in Iroquois and some years in Morrisburg, in the Townships of Williamsburg, Matilda, and Mountain. In the Village Schools I was well supplied with Apparatus to help me in my work. I never taught in an uncomfortable School House. I taught a number of years in Morristown, one and one half miles west of Morrisburg. . . . The School Section being very small, the pay was proportionately so. I gave one year of my life as County Superintendent at Sixty pounds a year. There were sixty Schools in the County. I had to give it up, as I had Seventy five pounds per annum for teaching.

For a long time our School Books were of a very promiscuous character, their authorship being of such different nationalities. These were Grammars, Arithmetics, Geographies, Astronomies, and indeed our Reading Books. The best supply we ever had, while I was actively engaged in teaching, was the Irish National Series. They contained a succession of intelligent enlightenment for the minds of children that I failed to meet with elsewhere.

MORRISBURG, April, 1896. DANIEL ROSE.

SCHOOLS IN THE COUNTY OF GLENGARRY.

The County of Glengarry, which now contains upwards of 12,000 inhabitants, was principally settled by the Scotch and their descendants. The venerable Bishop Macdonell brought over a large number of Highlanders in 1804, who were settled in this County. In the Township of Lancaster he commenced the erection of St. Raphael's Church, the largest in Upper Canada. It is still unfinished, but had he been enabled to have completed it, according to its original design, it would have proved an ornament to the County. It is now a fine, spacious building. He has also a Seminary for Ecclesiastics here.

THE UNITED COUNTIES OF STORMONT, DUNDAS AND GLENGARRY.

The Committee on Schools beg leave to report to the Council that they have great pleasure in bearing testimony to the efficient working of the Common Schools System, under the able and enlightened management of the Reverend Egerton Ryerson, Chief Superintendent of Education for Upper Canada. Your Committee would deeply regret, that any alteration should take place, or be introduced by the Legislature, in the character of our School Law. They look back with pride and pleasure on our Educational Institutions, whose peaceable progression has called forth the warmest approbation of other Countries, and which gradually continue to confer a sound liberal and practical education on our rising generation, throughout the length and breadth of our favoured land, without reference to any caste, creed, or origin. . . .

CORNWALL, 30th of January, 1856. ROBERT LOWERY, *Chairman.*

Schools in the County of Frontenac.

When I commenced teaching, in 1841, the Schools in which I taught were all good Log Buildings, well furnished with Desks and Benches and a good Blackboard. I had plenty of small scholars to keep me busy, but, at first, I was badly supplied with Books; for example, all I had were Mavor's Spelling-Book, Kirkham's Grammar, Morse's Geography, and Walkingame's Arithmetic. I had no Apparatus, no Maps; no, not even a Register; but I made one that did me just as well.

Madoc, April, 1896. Robert H. Wickham, Senior.

Schools in the County of Northumberland, 1812-1839.

In a Letter to the Cobourg *World* of the 15th of May, 1895, Mr. P. Hinman, of Haldimand, says:

In 1812 there were not more than two or three Schools in this place, and they were kept in small Log Houses; now there are more than twenty School Sections with good School Houses and premises where School is kept all the year. In 1812 there were no Sabbath Schools in Haldimand; now there are twenty, where hundreds of scholars are taught a knowledge of the Sacred Scriptures each Sabbath.

Education in the County of Northumberland, and Various Hindrances to it.

The following Report of the Local School Superintendent on the state of the Schools in the various Townships of the County of Northumberland was highly commended by the Committee of the County Council, was unanimously adopted by the Council and ordered to be published:

Murray Township.—The people of this Township are emphatically a willing people in the great cause of education. They err, however, in one important point (*i.e.*) changing their Teachers too often.

Brighton Township.—There are too many School Sections in this Township in proportion to its population, hence the progress of education is very much retarded by employing Teachers at low salaries. The people, however, are beginning to see this evil, and we hope that in a few years it will be rectified. The Grammar School in this Township, if its intelligent Trustees be supported, as they should be, out of the Township Funds, will exercise a powerful influence for good on the Common Schools of this and the adjacent Townships, as many of the Pupils attending it are preparing to become Teachers. At an Examination of Teachers, held in Brighton in February last, it was truly pleasing to witness the effects of good training manifested by the lads of the Grammar School. We allowed them to mingle with the Candidates for Examination and occasionally called upon them for answers to the questions proposed, which were so explicitly given as to call forth the admiration of all who heard them. The Teacher, while he does not neglect the Classics, makes a thorough English education of paramount importance to all those who attend this School for a sufficient length of time.

Cramahe Township.—The advancement of Common School education is also greatly hindered in this Township by the too frequent changing of Teachers. We hope that this evil will speedily be removed, as the people are not only willing to hear but also to act upon any suggestions which they think are for the better.

Haldimand Township.—There are some good Schools in the front and middle of this Township, but in the rear education is in a very low state. The progress of education is also much impeded in this Township by changing Teachers too frequently.

Hamilton Township.—The Schools in this Township, with some few exceptions, are doing well, principally owing to the infrequent changing of Teachers. It is not rare to find the same Teacher occupying the same school for years in this Township.

South Monaghan Township.—Most of the Schools are doing well in this little Township, also chiefly owing to the continuance of the same Teacher for years in the same School.

Seymour Township.—I was much surprised when I first visited the Schools in this Township at finding so few in operation. Most certainly a great many of the children in this Township do not attend school. The adult population, however, is not behind that of any other Township I have visited for intelligence and real worth, and we hope soon to see placed within the reach of every child in the Township that which, by the blessing of God, is the making of a great and good people, (*i.e.*) a good Common School Education.

Percy Township.—Common School Education is rather in a low state in this Township; the people generally, however, are much in earnest in some places, and they are willing to give fair salaries if they only could get competent Teachers. When we compare the attendance of Pupils of those Schools in the Township where the Free School System predominated with the attendance at those Schools where the Rate-bill of 1s. 3d. per month is imposed on Parents and Guardians, we find that a far greater number of children go without receiving any education in the latter Township than in the former. In Murray Township where the Free Schools prevail the number of children between the ages of 5 and 16 years is 892, and 759 of them attended School some portion of the year, while 133 did not attend School in 1855, namely nearly one-seventh of those between the ages of 5 and 16 years. In Haldimand Township where the Rate-bill of 1s. 3d. per month is imposed there are 1,262 children between the ages of 5 and 16 years—981 of them attended School during some period of the year, while 281 did not attend School, (namely nearly one-fourth of the children of school age), in this Township in 1855.

Alnwick Township.—This Township is increasing fast in population, which demands the establishment in it of more Common Schools.

General Remarks and Suggestions.—1. The contrast will be the same if we compare other Townships where the Free School System prevails with those where a Rate-bill is charged. It is, therefore, evident that the Free School is the School where only the mass of the people can be educated. If the Free Schools were only kept open throughout the year by thoroughly qualified Teachers, we have no doubt that almost all the children of school-going age would attend them. We sometimes hear complaints that children do not attend those Free Schools, according to expectation, and, therefore, it would be well to have a law to compel Parents and Guardians to send their children to school. Now we think it would be well for Trustees, Parents and Guardians to impose a law upon themselves, and then compel their Trustee representatives to employ Teachers in every way capable of adequately filling the important office of a Teacher. The effect would be, we think, thronged School Rooms. May that patriotism which has set in operation the Free School System never cease action until it shall be written in unmistakable letters (outside and) over the door of every School Room in Upper Canada, "This School is Free." Amen! cries the overflowing heart of the patriot.

2. Among the many hindrances which obstruct the working of our excellent School System we will mention only a few:

There is a class of Teachers who have been teaching for some years without system, without motive, only for the £ s. d.! Such Teachers, so called, are almost without education, and while they are incapable of improvement themselves, stand in the way of those that would improve, and who exercise a kind of low cunning with their employers that greatly prevents success in raising the standard on the part of those who insist upon thoroughness in Common School education. Closely connected with these persons, and like them, are another class of cheap Teachers, who never remonstrate for a moment against the evil of "boarding 'round," from house to house, and who, instead of studying "to be workmen, who needeth not to be ashamed," and making preparation for the following day's work, are spending their precious time in joke-telling—thus probably corrupting the manners of the youths about them—and indulging in tobacco smoking, or snuff taking, by which means (smoking and snuff taking) they often ingratiate themselves with members of the families with whom they are boarding. They are, we trust, fast drawing to their end, however, and we hope soon to hear the last requiem sung over their official graves; I mean by their departure from office.

3. The second evil we wish to mention is the legitimate offspring of the first mentioned—namely the habit of pressing children in a hurried superficial manner from Reading Book to Reading Book, without reference to age, capacity, or the future well being of the Pupils. The effects of this course of procedure are as dire as they are repugnant to common sense. Words are learned without meaning. Sentences are stammered over without knowing the ideas they contain, Rules are memorized without understanding them. In short, shadows of things, instead of the things themselves, are learned.

4. How often have the lovers of sound education learned with indignation, and their hearts throbbed with emotion, as they have stood by and gazed on the countenance of some naturally clever youth, rendered stupid by a deceptive Teacher so acting that he might please a fond but ignorant parent and procure for himself the name of a good Teacher because John, or Harry, went over so many Books in so short a time! A Superintendent, on visiting one of these Schools one day, was sadly annoyed and no little chagrined, notwithstanding the good humoured feeling he tried to keep up among the several Classes, as he passed through Class after Class and asked question after question, and felt that the same kind of senseless training was apparent throughout the entire School; while one pupil was engaged in reading, another, probably with his hands in his pockets, would be looking everywhere except on his Book, or perchance, if his hand was out of his pocket, he was busily engaged in exercising his numerical powers by counting the buttons, or buttonholes, of his coat, which seemed to be the only kind of tangible training to which the boy was accustomed. Arithmetic was next introduced and the Examiner thought it best to keep to what had been gone over for some three, or four, months previously. Question after question was proposed to be answered, some on slates, and some on the Blackboard, without any solution to any having been given until the Examiner arrived at the place where they had been working the previous day, still no one could do any of the problems. Somewhat surprised at the unaccountable inaptitude which prevailed in the Class, the Examiner proceeded in a good humoured way to interrogate one of the older boys, a lad about twelve years of age. When did you work these questions? Yesterday, Sir. Are you not as smart a boy to-day as you were yesterday? You certainly are endowed with the same powers of mind to-day that you were in possession of yesterday, and why not solve this simple problem for me now. The boy good naturedly responded that "the teacher did it for me, and I forget how it was done." As a contrast to this stultifying process, if time permitted we might give examples of Schools where the class could read audibly, distinctly, and forcibly, and not only do so, but know the meaning of what they had read months ago, and who were taught the reasons of things before definitions were given, the definitions always deduced from the reasons given. We remember asking a Boy several questions to be solved mentally, who was taught in the manner men-

tioned. One of the questions was: "A well was dug three-fifths through the clay, one-fourth through the sand and nine feet through the solid rock. How deep was it?" The Boy, a lad about as old as the one previously mentioned, proceeded: 3-5=12-20 and 1-4=5-20; 12-20 and 5-20+9 feet=20-20, or the depth of the well; 9 feet itself must=3-20, and the 1-3 of 9 feet=1-20; the 1-3 of 9 feet is 3 feet, 3 feet is the 1-20 of 60 feet, therefore the well was 60 feet deep. Some more requiring a greater amount of thought were proposed and solved by a process of reasoning which commanded the esteem of all who heard it. Although we have too few Normal School Teachers amongst us to carry out the happy system just mentioned, yet we have a few others who carry out the same intelligent mode of training as that pursued by that excellent Institution. We have some who have been trained in Victoria College who carry the same practical thoroughness of the Professors of that Institution into our Common Schools. We have indeed some self educated Teachers, who seem naturally following that system most congenial to their own capacious minds, never allowing their Pupils to proceed to another Lesson until the one under consideration is first mastered. May we be in possession of one of the greatest blessings which ever God bestowed upon any people—a class of deeply pious, self-denying intelligent School Teachers!

COBOURG, April, 1856. EDWARD SCARLETT, *County Superintendent.*

Mr. W. Kerr, a Teacher, writes to the Editor of this Volume as follows:

When about fourteen years of age I got a few months at a Common School. The School House was built by a few neighbours; of logs plastered with mud between them, with a common roof—a rough floor of rough boards; three windows of small size, a couple of rough Desks along the walls, a few movable rough Benches for seats, the Master's Chair, and the large Fireplace comprised the visible surroundings. I should not forget our Teacher, who was from the North of Scotland,—better acquainted with the Gaelic than with the English Language, and a good scholar, although defective in the art of government.

As to order in School, there was absolutely none; Boys and Girls would be sitting promiscuously on the Benches around the fire. I began teaching, I think, in 1839, when I was 18 years old, in South Monaghan. The Reverend J. Douglas was School Inspector. My sphere of labour was much improved to what I had gone through myself in my school days. We had the Log School House and large fireplace—truly; but care was taken to have the School House warm and swept in time for School. For Books we had the Bible, Porter's Rhetorical Reader, Adams and Walkingame's Arithmetics, Murray, Kirkham and Smith's Grammars, Olney's Geography. The Teacher was supposed to supply Books and to keep things going, for which he hardly got thanks. I might also say here, that he had also to cut the wood for the School, or get it cut; put on the fire, or pay for doing it, early enough to have the School House a little warm by nine o'clock; sweep the School House, when that was necessary, if attended to at all; mend all the pens, set copies, and other incidental things in connection with his office.

The People often lived far apart, and there was no organized School "Sections," or "Districts," as they were called then. The Teacher would be engaged by some influential parties, who would go around to the neighbours within reach, and see how many subscribers they could get at so much per pupil, per month, and the Teacher's salary would more or less depend on the number of scholars subscribed; and School would be kept open from Monday morning to Friday night and one half of Saturday. Moreover, we were in communication with the whole

neighbourhood by having to go round and get our board and washing among those who had subscribed for scholars to the School. Many a time I have slept in the School House on a couple of benches, rather than submit to discomfort and worse in the homes.

PETERBOROUGH, April, 1896. W. KERR, *Teacher.*

SCHOOLS IN PRINCE EDWARD COUNTY.

My next sphere of labour was at Pleasant Bay, in the Township of Hillier, Prince Edward County. Things were here much improved, though far behind the requirements of the present day. The School House, though not a log one, was but little better. True, there was a stove, and a sort of desk, (as Religious Services were held in it), but the rest of the School "fixin's" were of a very primitive and original character. The Books were of about the same kinds as I have before described; but we had far better facilities for writing, paper being mostly used; and the sums were put down, thereby exercising scholars so far in some degree of neatness.

My next place of teaching was in the vicinity of Cobourg. Here there was a great improvement over anything going before; and, although the Books used were about the same as before, with additions, yet we had a comfortable School House and other appendages, of which we were minus before. We had here regularly elected School Trustees, who were properly authorized to contract with a Teacher, and, of course, were responsible for his Salary. Yet here, for a while, at first, I had to "board round," but I rebelled against that antiquated fashion, and other Teachers fell into line. Another innovation I made while here, which was to have School open all day on every other Saturday; and thus I got every intervening Saturday for myself, which I found to be of great advantage. At this School it was also the practice to go round with the subscription paper, to see how many scholars could be obtained in starting the School. If the Teacher was a successful one, others would avail themselves of the privilege of going to school in the Winter to brush up a little, and help to fit themselves for the duties of after life.

The next place at which I taught School was at Cold Springs, about seven miles north of Cobourg. While here the School books were changed for the Irish National series, and, for my part, I think we have never had their superior since. When I was some sixteen or seventeen years old I had a part of two sessions at "Old Vic."

PETERBOROUGH, April, 1896. W. KERR.

STATE OF THE SCHOOLS IN THE COUNTY OF WENTWORTH.

The first School established in this County was at Ancaster, in 1796. There was one started in Saltfleet in 1816. The School House was 18x20 feet in size, built of Logs. Binbrook had also a Log School House in 1825, and Beverley had a Log School House, 20x22, built in 1820. . . .

Perhaps in no other department has this County made such rapid strides as in education. In the earlier Schools of the early days many were the difficulties which had to be encountered,—sparsity of population, scarcity of money, want of School Houses, almost no School Books, bad roads, and other hindrances, ought

to make us, who to-day are enjoying the great benefits of our excellent School system, appreciate the many advantages which lie within our reach.*

In the first School in Beverley, the Alphabet and the first Reading and Arithmetic Lessons were taught from Shingles, upon which each Lesson was written. The best Teachers in those days were paid about $10 a month, with board; or, in many places, they received from six to seven shillings a quarter for each scholar, and "boarded round" among the people; or ten shillings, without board, just as could be agreed upon. It was an important qualification for a Teacher if he was able to build a good fire to keep the children warm, for it was quite a contract to build a fire in one of those old-time mammoth fireplaces, which reached half the width of the School House, and have usually green wood to build with. Often many tears were shed if the fire failed to get a good start. Flint and punk were used for lighting, in place of Matches now used.

Some of the School Books then used would be almost a curiosity nowadays. Webster's Spelling Book, Murray's English Grammar, Johnson's Dictionary, Murray's English Reader, Walkingame's Arithmetic, and the New Testament, made up the list. Afterward were introduced Geographies, and they were the cause of many a heated discussion. The neighbours talked about the book, and stopped the children on their way to school to look at it. One old lady enquired if the "joggriffy" said that the world turned on axletrees. The pupil replied, "Well, yes, marm." "Then it lies! It lies!" she said. "Don't believe it." Some thought it contrary to Scripture, for did not Joshua command the Sun and Moon to stand still, and they obeyed him?

To show the progress of to-day, I may say that in the County of Wentworth there are 101 Schools, with 101 Teachers. The School Houses are tasty and well fitted up, and the Teachers well trained. Over 6,000 Pupils attend the different Schools throughout the County. There are two High Schools, one at Waterdown, the other at Dundas,—both well managed and equipped, and doing excellent work, forming a fitting stepping-stone between the Public Schools and the Universities.

There are many other points of interest which might with profit be referred to. Enough has been said to further inspire us with pride in our heritage,—none fairer nor brighter in all the earth.

"A spot of earth supremely blest,
A dearer, sweeter spot than all the rest."

DUNDAS, Ont. J. W. SMITH, M.D., *Inspector.*

SCHOOLS IN THE COUNTY OF NORFOLK.

In the *British Canadian*, of Simcoe, in the County of Norfolk, appears the report of an Address by Mr. W. W. Pegg, a pioneer Teacher of that County. In it he gives a graphic description of the "School-teaching" days in that noted old County. Of Mr. Pegg, the British Canadian of the 30th of December, 1896, says:

One of the most interesting parts on the whole programme of the recent Teachers' Convention was Educational Reminiscences of Forty Years delivered by that old veteran, Mr. W. W. Pegg. Having just completed his fortieth year . . . as a useful Instructor

* Contrast this with the spirit which influenced the Municipal Council of this same District (or County) Council in 1847 to pass a Resolution deprecating the establishment of the Upper Canada Normal School in Toronto for the education and training of Teachers. See page 115 of the Seventh Volume of the Documentary History of Education in Upper Canada.

of the youth of this County. In the interesting paper given by Mr. Pegg, the audience listened to a description of School Houses and School methods from the time of the forties, when the School Houses were built of Logs and when Teachers "boarded around."

Pioneer Teachers and Schools in the County of Norfolk.

Mr. Pegg, in his address, said:

One of the most famous Schools of seventy years ago was that of Doan's School House, situated on the banks of the River Lynn, about midway between Simcoe and Port Dover. Another School was situated on the same stream a couple of miles nearer Simcoe, close by Steinhoff's Sawmill, and a short distance from Ades' School House, School Section Number Three, Woodhouse, then called Steinhoff's School House. Some of the early Teachers at Doan's were Mr. John Tolmie, Mr. Folsom, Mr. Lateret, and Mr. Patterson. Mr. John Tolmie is represented as having been a very good Teacher, who did much for the improvement of his Pupils, considering the rude appliances then in use. The School House was of Logs, about 18 feet by 23, with a huge Fireplace and Chimney occupying the end of the Room opposite the Door; on the side walls auger holes had been made and long pins inserted, on which were placed boards as Desks. The Seats were slabs from the Sawmill, with holes bored in them and pins inserted for legs, and on these facing the walls the scholars were seated, especially those who had School Books; inside of these, and nearer to the centre of the Room, were a second row of Benches (similar to the first, only with shorter legs), for the use of the smaller scholars. These Seats were just as they came from the sawmill in their rough state, and certainly possessed one merit; that the erect splinters served a useful purpose in preventing the smaller pupils from sliding off the seats.

The School Books then used were: The Introduction to, and the English Reader, Mavor's, Cobb's, or Webster's, Spelling Book, and Daboll's Arithmetic. There were no Blackboards, Maps, or Charts, and such a Book as a Grammar, or a Geography, in the Common Schools were at that time unknown; and when a few years later some of the more progressive people procured Olney's School Atlas and Geography, and Kirkham's Grammar, it was thought something wonderful. The three R's were the only studies, and they were generally well taught from the fact there were no other studies to occupy the mind and distract the attention. The Writing Lessons began with the downward stroke, at an angle of 52 deg.; after the pupil could make these fairly well, then came "pot-hooks and hangers," and next the letters. Quill pens were the only ones used, and a considerable portion of the Teacher's time was occupied in setting Copies and mending pens. A bold round hand was the style practised, and the writing was plain as print, and in many instances beautiful, if it was not executed with the rapidity of our modern style.

A Competitive School Spelling Match.

The Spelling Match in a School, or between two Schools, was one of the exciting events of the times. The date of the match having been arranged for many days previous thereto, the well thumbed and dog-eared Spelling Books might have been seen continually in the hands of the Pupils, and a thorough drill exacted through the whole Book from a-b, ab, e-b, eb, to "abominableness, maladministration, phthysic, itaglo, and asafoetida." When the appointed day arrived many of the parents gathered as interested spectators, and each brought a two bushel basketful of Doughnuts, or Apples, and sometimes a barrel of Cider for the entertainment of those present; for, in those days, the people were well inclined to hospitality. There were usually one or more champion Spellers in each School, and when all contestants had been spelled down but three the excitement became most intense. The most rigid silence was observed and all eyes watched the scene as the words were pronounced and spelled alternately from side to side. Occasionally the whole vocabulary of the Spelling Book would be exhausted and neither party miss a word. Recourse would then be had to Walker's Dictionary, or the

Bible for Scripture names, in order to break the tie. With what care and deliberation would each letter and syllable be uttered, until at length in an unlucky moment the wrong letter would be pronounced, and, quick as a flash of lightning, the opponent would seize his, or her, opportunity, spell the word correctly and thus win the day. The Victor was greeted with rounds of applause. But occasionally the strife did not end here, for some one of either School who was better in the use of his fists than his brains would challenge any one in the opposing School, and on this being accepted a pitched battle would be the result; but I am pleased to say that this was not often the case, but was the exception rather than the rule.

Another excellent Teacher at Doan's Schoolhouse was Mr. Flint, who was a shrewd, sharp Teacher and introduced Walkingame's Arithmetic, and gave quite an impulse to educational matters in that School; and another of the pioneer Teachers who taught with much profit to his pupils and acceptability to his employers at Doan's, Steinhoff's, Simcoe, Port Dover, and many other places in Norfolk was Mr. Jonas Chamberlain, whose name was a household word for years. Another was Mr. Dodge. Mr. Eli Chadwick conducted a flourishing School in Vittoria for some years. At one time it was held for a lengthy period in the old Court House in that place. Although Mr. Chadwick was a strict disciplinarian he managed to secure and retain the esteem of his Pupils, many of whom speak in kind and loving terms of their former Teacher.

After 1840, the School Section at Steinhoff's was divided and a School House was built on the banks of the Lynn (then called Patterson's Creek), about a half mile farther up the stream near the Potts' Settlement. In this latter School House I made my debut as a pupil. The desks were much the same as those already described, but a little improvement had been made in the Seats, for some of them had supports for the backs, but these were appropriated by the larger Scholars, while the little ones were under the necessity of sitting on high Seats, with legs dangling in mid-air.

Novel Mode of Punishment in School.

The Teacher's name was Mr. John Corkins, not a bad Teacher, but he had a curious habit of rolling his silk handkerchief into a ball and shying it at any one whom he saw violating any of his rules, who on being struck was required to return the handkerchief and receive a castigation on the hands for misdemeanor. Another favourite method of punishment which he practised to cure boys of fighting (which was then more prevalent than now) was to make them "cut jackets." The boys who had been breaking the rule in this respect were each required to take a beech rod about four feet long, as tough and limber as a whalebone whip, and standing about three feet apart were made to flog each other well, while the Teacher stood by with a similar rod in his hand, and if he saw that either boy was inclined to favour the other by lessening the force of his strokes, he would say, "Lay on harder, boys," and apply his own rod to the back of the delinquent. The cure was harsh but generally effectual.

Another Teacher here was Mr. Isaac Sterling, and others were Mr. Isaac Potts, Miss Esther Douglas, and Miss Esther Austin, who were excellent Teachers. The other part of the School Section built a School House on "Marr's Hill," which was afterwards removed a mile east and called Ades' School House. When this House was first built, Miss Phebe Walker taught in it for some time with much success. Other Teachers in the Steinhoff School House were Mr. Boardman, Mr. Strong, Mr. Dodge and others.

In those early days the Schools were not generally kept open throughout the entire year, but there was usually School during the Winter months. The plan adopted for opening the School was as follows: The person desiring to teach the School, or some one on his, or her, behalf, canvassed the neighborhood, to obtain "signers for the School." The rates were one dollar per quarter for each scholar, with a liberal discount for a family, if a half dozen, or a dozen, pupils were sent from it; for families were large and pupils were more plentiful than dollars. Each parent was expected to send a few loads of wood, more or less, to keep up a supply of fuel. The Teacher "boarded round," remain-

ing a week with each family, and the experience obtained by this method was sometimes curious and interesting.

In 1842 I first became acquainted with the Schools in Simcoe. There were two Common Schools and the Grammar School. One of the Common School Houses stood on the corner of Dean and Stanley Streets, opposite the Methodist Church; this School was then taught by Mr. Clark Olds, who, although afflicted with lameness, did good work in his School.

The other Common School House was on Lot Street, on the north side of the Court House Square. Mr. Pennington taught here for some time, also Mr. D. M. Haskin, a most excellent and painstaking Teacher hailing from Rochester, N.Y., whose one fault was that he'd sometimes allow his temper to get the better of his judgment, and punish a pupil more severely than he intended, or the pupil deserved, and from the effects of which I am conscious to the present day! A vow was made at that time that, when years gave conscious strength, he would be made to rue the day he lost his temper; yet, strange to say, long years afterward . . . I walked six miles, under a hot July sun, to pay him a visit and was delighted once more to see the face and clasp the hand of my old Teacher. Mr. Haskin taught this School for seven years, and succeeded in awakening a deep interest in the minds of the parents in the School. He was the first Teacher, with whom I was acquainted, that held quarterly Public Examinations, in which were introduced Singing, Dialogues, Recitations, Debates, etcetera. Such fame did the School acquire, that pupils from outside the Town, within a radius of six, or eight, miles, some of whom were over school age, young ladies and gentlemen from twenty to twenty-five years of age, attended the School in large numbers, and stimulated each other by their efforts to obtain an education. Public men frequently visited the School, and, by their presence and words, encouraged both Teacher and Pupils; among these I remember Doctor John B. Crouse and the late Judge Wilson, then Clerk of the Peace, both of whom took a deep interest in educational matters. At first the School Books used were Cobb's Spelling Book, the English Reader, Kirkham's Grammar, Daboll's Arithmetic, Davies' Algebra, Morse's Geography, Pinnock's Goldsmith's History of England. About 1846, the series of Irish National Readers, Arithmetic and Book-Keeping were introduced under Doctor Ryerson's administration and gave a great impetus to education. The Fifth Book of this series was, I think, one of the best Text Books ever used in our Schools: its Jewish and Ancient History were explained in a brief, concise and comprehensive manner, while there was enough Animal and Vegetable Physiology to give a pupil a good idea of the subject and inspire him with a desire to know more by getting a full and complete text book on each subject. Mr. Haskin projected a Picnic to the lake at Port Dover. Accordingly a large number of the Farmers surrounding Simcoe came with their lumber waggons, and the children . . . to the number of a hundred, or more, proceeded to the lake, where all went "merry as a marriage bell," and after partaking of a hearty lunch (taken along with them) and disporting awhile on the pebbly beach preparations were made for returning home. . . . Mr. Haskin was succeeded in the School by Miss Murphy (afterwards Mrs. James A. Lyons), a kind and faithful lady Teacher; and she was succeeded by Mr. John Kennedy. About this time a change was made by which all the Girls attended the School on the Court House Square, and the services of the Misses Thompson were secured as Teachers of the School, and they were succeeded by the Misses Hayes, who successfully taught the School for a long time—I think until the union of all the Common Schools with the High School was effected. The other Common School the Boys attended was taught by the late Mr. William Roche for a lengthy period, who taught wisely and well. Mr. James Smith was Assistant to Mr. Roche. Other Teachers were Mr. Thomas Bayne and Mr. A. J. Donly, who continued in charge of the department of the Public School after the union was effected, and proved an efficient and useful Teacher. My first recollection of the High, or Grammar, School, as it was then called, was a red Frame Building standing in the centre of the plot bounded by Norfolk, Peel, Kent and Robinson Streets, and which on polling

days, for parliamentary elections, was frequently the scene of many a political fight, as it was used as the only polling place for the Township of Woodhouse, including the Town of Simcoe. The School was taught by the late Reverend George Salmon, a tall, erect and kindly disposed gentleman, who was highly esteemed and greatly respected by all. After a time the School House was removed to the west side of Kent street. Mr. Salmon was still Principal and English Master, and, for a time, Mr. Oliver T. Miller was the Classical Master, and he well filled the poet's description: "A man severe he was, and stern to view," etcetera, as many of the Pupils will bear testimony to this day. Principal Salmon was succeeded by Mr. George Evans, B.A., son of the Reverend Francis Evans, Rector of Woodhouse, and Mr. William Sharpe, the present efficient Secretary of the Simcoe Board of Education, as English Master and Teacher of a Commercial Course of Book-keeping, etcetera (then for the first time introduced). Both of these gentlemen were well liked by their pupils, and proved efficient and useful Teachers. At this time there were annual Snow-ball battles between the Pupils of the Common Schools and the Grammar School. What the Common School Boys lacked in size they made up in number, and so fiercely did the contests rage at times that the legal authorities were forced to interfere and suppress them.

At different times there were private Schools, some of an elementary and others of an advanced character. Miss Murphy for some time conducted an excellent private elementary School for young children in the Vestry of what was then called the "Mud Church," . . . and many of our Matrons in Simcoe received their first education at her kindly hands. For some years three Sisters, the Misses Webb, conducted a Select School, or "Ladies' Academy," which was well patronized by nearly all the young ladies of Norfolk. It was first situated on the corner of Kent and Yonge Streets, until increasing numbers rendering the premises too small, the large Building, now known as the Royal Hotel, was secured and fitted up as a "Boarding School for Young Ladies." In addition to English education, instruction was also given in the fine Arts, and very many of our elderly ladies throughout the County still cherish kindly feelings and fond memories of the Misses Webb. They were succeeded by Misses Walker and Douglass, who conducted a very flourishing Ladies' School on Colborne street as far back as the fifties.

The Local Superintendents did much to shape and put into effect the School System as originated by that great Educationist, Doctor Egerton Ryerson, the founder of the Ontario School System. Among the first of these was the Reverend William Clarke, who often visited the Schools and encouraged both pupils and Teachers by his timely and encouraging remarks. Also the Reverend George Bell was a great friend of the Schools, and frequently delivered Lectures on Science that were both pleasing and instructive. The Reverends William Craigie, Francis Evans, A. Slaght, and A. Van Loon, Messieurs J. A. Backhouse and D. W. Freeman, and other Members of the Board of Education for this County, who were efficient Officers and contributed in no small degree to the introduction and successful working out of our most excellent System of Education.

I think that I can say, without fear of successful contradiction, that "Glorious Old Norfolk" has sent out from her confines an equal number, if not a greater number, of educated, useful and influential ladies and gentlemen than any other County in Ontario. And we should ascribe due honor to those pioneer Teachers who, amid privations and discouragements, surrounded by inadequate accommodation and inefficient equipments, were able to achieve such noble results.

SCHOOLS IN THE COUNTY OF WATERLOO, 1809-1906.

Prior to 1842 all Schools in the County of Waterloo were voluntary. They were kept in private Houses, Meeting Houses, abandoned Dwellings, unused Shops, or under any available and convenient shelter. In 1820 and 1830 an

occasional small Log School House was built and paid for by private subscriptions. Schools were kept open during the Winter months only. The Teachers were mostly itinerants,—ex-soldiers, or unsuccessful Tradesmen,—who were engaged in other occupations the rest of the year. Their Scholarship was unknown, Examinations and Certificates of Qualification being unheard of.

The people of Waterloo Township have the honour of opening the first School in the County in 1809, about one and one-half miles north-east of Preston. The Teacher was Mr. David Strohm. Two years later Mr. Tobias Wanner kept School in a Log Dwelling House at Doon. Shortly afterwards three other Schools were opened, one east of Berlin, (Eby's, later known as the Red School House), one at Blair, and another at Centreville, (O'Loan's School).

In 1843, when the Upper Canada Provincial Common School Act was passed, there were thirty-one fairly well established Schools in the County,—thirteen in Waterloo Township, eight in North Dumfries, seven in Wilmot, and three in Woolwich.

Among the oldest of these thirty-one Schools, omitting the five already mentioned, in Waterloo Township—one was in the Town of Waterloo, and one near Fisher's Mills; in North Dumfries,—one each at Galt, Little's, Wrigley's Corners, and Whistlebare; and one in Woolwich, near Martin's Meeting House, about three miles north of Waterloo.

The most noted of the School Houses of that period was the Waterloo Log School House, which was built about 1820, and, after School had been kept in it for twenty years, was removed to Greenbush, where it was occupied as a Dwelling House for about fifty years, and then removed back to Waterloo, where it may be seen in the Public Park.

The most prominent Teachers of those early days were Messieurs Benjamin Eby (afterwards a Bishop), James Deary, or Derry, William Tilt, James Dickson, James Milroy, William Veitch, Noah Bechtel, William Telfer, Isaac A. Hunsicker, Jonathan Good, and John Bowman, (Father of the late I. E. Bowman, M.P.).

The first Provincial Upper Canada Common School Act of 1843 is the foundation upon which our present School System rests. Under this Act the Townships were divided into School Districts, (the term District was changed to Section in 1846), Trustees were elected, School Rates levied, School Houses were erected, Teachers examined and licensed, a Course of Study prescribed, and the first Government Grants paid to Rural Schools.

The forming, or altering, of boundaries of School Sections was at first done by Commissioners, but, in 1850, this power was transferred to the Township Councils.

The first meeting to examine Teachers in this County was held at Freeport in December, 1843. The Commissioners present were Doctor Fulsom, Messieurs James Phin, William Tilt, Jacob Lutz, and Archdeacon Palmer, a Church of England Clergyman from Guelph, who presided. The Candidates for Certificates were Messieurs Amos Adams, Benjamin Burkholder, Nelson Newcombe, Elias Eby, and one Lazarus, who was then teaching in Berlin. Mr. Lazarus, after glancing around the School Room and making an estimate of the calibre of the Board, walked out, remarking quite audibly that he was not going to be examined by a "set of Farmers." The other four received their Certificates,—the first issued in the County,—but Mr. Lazarus received none, and had to resign his position in Berlin. For subsequent Examinations Teachers were obliged to go to

Guelph, the then County Town of the United Counties of Wellington, Waterloo, and Grey.

In 1844 the office of School Commissioner was abolished and that of Local Superintendent substituted. The first Local Superintendents appointed in this County were Messieurs Alexander Allan, M.A., Robert Brydon, Martin Rudolf, and James Dow.

The decade following the establishment of Common Schools in this County was one of great progress. During it the Wellesley lands were nearly all taken up, and School Houses erected in that Township and elsewhere throughout the County were required.

On the 1st of January, 1852, there were Seventy-nine Schools in the County—Seventy-five Common and four Roman Catholic Separate Schools. There were Eighty-one Teachers—Seventy-seven males and four females. The number of Pupils was 5,250. The amount expended on education that year in the County was a little over $17,000.

In March, 1853, the year following the separation of Waterloo County from the Union with Wellington and Grey, the first meeting of the Board of Public Instruction for this County was held in Berlin. The Local Superintendents constituted the Board. They were Reverend James Sims, Chairman; Messieurs Alexander Allan, M.A., Secretary; Martin Rudolf, Otto Klotz, and John Caven. There were Sixty-three Certificates granted at the three meetings held, of which fifteen were renewals of Certificates previously obtained at Guelph. At this time, and for some years afterwards, it was the practice of the Board to grant very few Certificates for a longer period than two years, while a number were valid for only six months and some even for only three months.

These Local Superintendents and their successors in office, who administered and directed the educational affairs of this County from 1853 to 1871, when the office was abolished, were all educated, broad-minded, unselfish men, ever ready and willing to assist and advise the Teacher and explain, what they regarded as the almost unexplainable School Law, to the Trustees. The obstacles which they were continually encountering, in the performance of this and other duties were many and difficult.

In this connection special mention is due to the Reverend James Sims, Local Superintendent for Wellesley for twelve years, and Chairman of the Board of Public Instruction for eight,—Messieurs Robert Brydon, Otto Klotz, Henry Liersch, James Colquhoun, the Reverends Duncan McRuer, George Cuthbertson, and James Boyd, Mr. Henry F. J. Jackson, and Mr. Isaac L. Bowman.

A few of the Teachers of the time, who are not yet forgotten by elderly people, were Messieurs Robert McLean, James Baikie, Alexander Young, John Klein, Benjamin Burkholder, David Knox, James Beattie, John J. Bowman, and John McK. Anderson.

Contemporaneously with the autonomy of our County in 1852, the people of the southern portion wished to step on up to a higher educational plane than then existed. The result was that the next year a Grammar School was opened at Galt, with Mr. William Tassie, M.A., Head Master. Mr. Tassie, a gentleman of rare ability and widely known as a great disciplinarian, remained at the head of this School for nearly thirty years. The fame of the Institution, familiarly known as "Tassie's School," reached the most distant parts of Canada and the neighbouring Republic.

The Berlin Grammar School was established two years later, the Reverend Henry McMeekin, Head Master. For the first fifteen years this Institution consisted of one Department, which was conducted in an Upper Room in the Central School Building. Its progress was retarded, to some extent, by the frequent changes of Masters; still, advancement was made, and, although slow, was steady.

Statistics show that at the end of 1870 there were ninety-six Schools in the County—two Grammar Schools, eighty-nine Common Schools and five Roman Catholic Separate Schools. There were One hundred and fifty-two Teachers—ninety-six males and fifty-six females—and 12,115 Pupils. The amount expended on Education in the County that year was $66,200.

The amendments to the School Law in 1871 were many, and most of them very important. The name Grammar School was changed to High School and that of Common School to Public School; the Board of Public Instruction and the office of Local Superintendent were abolished, and the County Board of Examiners and a County Inspector, respectively, substituted therefor; all Public and Separate Schools were made free; and the attendance of pupils at School made compulsory.

But it was the centralization feature of the measure that completely revolutionized the working and administration of the School System. Henceforth all Examinations and authority became centered in the Education Department. The Grammar, (now High), School Inspector had been from the beginning an officer of the Department; the County Public School Inspector now became practically one, and, a little later on, the Roman Catholic Separate School Inspector became one, so that from 1871 to the present time the Education Department has been in close touch, through these officials, with every detail of the doings and progress of the Schools.

Mr. Thomas Pearce was the first County Inspector appointed. He entered upon his duties 1st July, 1871, and was sole Inspector for nearly thirty years, until the 1st of July, 1904, when a division of the County was made, and he was appointed for Number One Division, and Mr. F. W. Sheppard for Number Two Division. The Members of the First County Board of Examiners were Messieurs Thomas Pearce, Chairman; Thomas Hilliard, Secretary; the Reverend James Boyd, and Mr. John M. Moran. Mr. Hilliard remained a most efficient and valued Member of the Board for thirty years.

The new requirements in accommodations and equipments, thanks to the liberality of the School Boards in this County, were met most cheerfully, as the following will show: From 1871 to the present time sixty-seven new School Houses have been erected, sixteen enlarged, and fifteen remodelled; a large number of Playgrounds have been enlarged and improved, and the equipment in all the Schools increased, or renewed. Some of the School Houses are very fine structures, notably the Galt Collegiate Institute, and the Berlin Collegiate and Technical Institute. Other School Buildings that do great credit to the Trustees and Ratepayers are five in Berlin,- four Public and one Separate,—three in Galt, and one each in Waterloo, Preston, Hespeler, Ayr, New Hamburg, Elmira, Wellesley, and Baden.

During the same period the Scholarship of both Teachers and Pupils has reached a high standard, the average attendance of Pupils has increased fully fifty per cent., two Model Schools for the training of Teachers have been established, eight Kindergartens have been opened, Manual Training and Household

Science Departments have been established, and a County Teachers' Association has been organized, which is one of the largest and most progressive in the Province.

The following are the names of a few of the Teachers of that time, who have contributed largely towards our present enviable educational position in the Province, and whose excellent work is still fresh in the memories of the people of this County: Messieurs J. W. Connor, B.A., Robert Alexander, R. H. Knowles, William Stahlschmidt, the late A. J. Brewster, Robert Blackwood, G. A. McIntyre, G. W. Woodward, the late William Petrie, David Bean, the late Adolf Mueller, David Bergey, C. B. Linton, the late Saruch Eby, Sylvester Moyer, Thomas Ballantyne, S. S. Helmer, Z. A. Hall, Moses E. Braendle, the late Ezra E. Eby, Andrew Weidenhammer, and F. W. Thomas.

There is also a long list of public-spirited Trustees, who have, without remuneration, many of them for over a quarter of a century, managed not only the financial affairs of the Schools, but, in addition, have lost no opportunity to aid and encourage their overworked but underpaid Teachers. The only recompense these worthy men have, after serving the public for years and years, is a self-consciousness that they have performed a public duty to the best of their ability.

There are now (1906) One hundred and seven Schools in the County—two Collegiate Institutes, ninety-four Public Schools, and eleven Roman Catholic Separate Schools; 247 Teachers--sixteen in Collegiate Institutes, two hundred and seven in the Public Schools, including eleven Kindergartners, and twenty-four in the Roman Catholic Separate Schools. As Teachers there are males, seventy-five; females, one hundred and seventy-two; 12,154 Pupils,—560 in Collegiate Institutes, 10,157 in the Public Schools, including the Kindergartens, and 1,437 in the Roman Catholic Separate Schools. The amount expended in the County on Education last year was $184,260.

St. Jerome's College, Berlin, established in 1865, is conducted by the Fathers of the Resurrection. It has at present fifteen Professors and Tutors and over 100 Students from Canada and the United States. Its Curriculum comprises complete Commercial, Science, Classical and Philosophical Courses.

In no other Department of human thought and activity in this prosperous County of Waterloo has there been more satisfactory growth and progress than in the important one of Education.

WATERLOO, 1906. H. M., in the Waterloo *Chronicle Telegraph.*

STATE OF SCHOOLS IN THE COUNTY OF HURON, 1858.

In a Letter to the Chief Superintendent of Education by the Local Superintendent of Schools in the County of Huron, he says:

1. In the three Townships which I have visited, Colborne, Ashfield, and Wawanosh, there is a considerable improvement in the Schools, as compared with their state at my first visit. On my inspecting the Schools the first time, as the Roads were bad, I found the most of them thinly attended, but good order and industry were manifest in most of them.

2. As some of the Teachers seemed anxious that the Trustees and others should be present on the occasion of the Local Superintendent's inspection of the Schools, I notified the School Sections (two excepted) previous to my second visit and I felt much pleased I had done so. The Trustees in most of the School Sections were in

attendance, as well as others of the inhabitants. I found the Trustees, in general, desirous to obtain information relative to educational matters, and the improvement of their Schools. I know there is a diversity of opinion regarding the propriety of giving previous notice of each visit, and, although it is desirable *inter alia* that every Local Superintendent should know the condition of the Schools, in their every day working order, yet I find the results of an examination more satisfactory, to the Teacher, the Trustees, and others of the Inhabitants who may attend when previous notice has been given. And there are few School Sections in which instruction and advice relative to the management of the Schools, cannot be imparted advantageously, on these occasions, to the Parties interested. Numbers are often awaiting the Local Superintendent's visit to get information, regarding their duties under the School Law. Such conferences also, after the inspection of the Classes, often allay disagreement; difficulties are smoothed over, and explanations given, which prevent much needless ado, as well as a large amount of trouble, as well as correspondence, between Parties unacquainted with the School Law, and the Local Superintendent.

3. In many School Sections, also, I find that there are numbers, who would be glad to be present, to listen, observe, and learn, when the Classes are reviewed by the Local Superintendent. And they can also listen to the Lecture on such occasions, when they would not otherwise attend. I think, therefore, that the School Sections should be notified, as far as possible, on each alternate visit being made by the Local Superintendent.

4. In regard to the condition of the schools in the three Townships lately visited, I am much pleased to state, that I found them, with two exceptions, in a state of improvement, the Teachers generally pursuing the interrogative and intellectual system. In a number of the Schools, the Pupils could read well and intelligently, and answer most questions relative to the meaning of what was read. And in all the Schools there is a considerable degree of attention paid to the Roots, Prefixes, and Affixes, as Mr. Nairn, my Predecessor, had taken great pains in explaining the importance of that branch of learning, and he otherwise performed the laborious duties of his office in a faithful and praiseworthy manner. Considering the time that the Schools have been in operation, the Pupils have made a very good progress in Writing, English Grammar, Geography, and Arithmetic. And, with the exception of School Section Number One, Wawanosh (in operation for several years) the Schools are all supplied with beautiful Maps, more or less.

5. School Section Number Seven Ashfield had no Maps, but the Trustees expected them daily from the Educational Depository at Toronto. The School has been in operation only nine months, and the inhabitants seem anxious in forwarding the interests of education. I was much pleased with the respectable appearance of the Scholars; although a small Section, there were upwards of sixty Pupils present, and the respectful and earnest attention exhibited by them, during the exercises, must have been gratifying to the Parents and Trustees who were present on the occasion. There is a Globe in School Section Number Six, Ashfield.

6. I am glad to state, from my own observations, and what I learned otherwise, that the Teachers in these three Townships are faithful in the performance of their duties, with few exceptions. There is only one Normal School Teacher in the Townships under my charge. He is in School Section Number One, Colborne, and I have recommended those in the surrounding Sections to visit his School, as he shows more ability and tact in the management of his School than those who have not had similar training. There is a Library in Colborne and Wawanosh, and from the number of Volumes in circulation I think the same beneficial effects will be the result, as may be expected from the establishment of any well selected, and well conducted, Library.

7. I said there were two exceptions to the general improvement and the efficiency of the Schools, observable on my late inspecting tour. These were School Sections Number Three, Colborne, and Number Four, Wawanosh. Both have been established a number of years. But the comfort and repair of the School Houses and the arrange-

ment of the Schools were much inferior to a number of those in newly established School Sections. There were few in Grammar, and Geography was much neglected, although well supplied with common Maps. The Writing Department was the most neglected. Some time before the Copy Books could be found; some could not be got; those which were found testified in most instances that the Owner had not written carefully, nor spelled correctly, nor had he kept the Copy book clean and free from blots. I explained to the Teacher how the Copy Books were kept in other Schools; and mostly all showing improvement. I instructed them that there should be a set time for Writing, as well as for other Studies, when all the Pupils should write, and every one of them show his, or her, writing to the Teacher, so as to have it inspected, etc.

8. The Schools in Grey, Morris, Harwich, and Lumley, I have visited only once, and could only report what has been said concerning new School Sections. A number of the School Sections in these Townships have Maps, and others are about procuring them. There are also several Schools opened in new Sections which I have not yet visited, (but will do so soon), and a number more are about to be opened.

9. The duties of journeying through new Townships, inspecting and examining Classes, lecturing, or rather addressing the Teachers and Pupils and others who may be present, are severe, both bodily and mentally, and the remuneration, in many instances, inadequate to the services performed. A great many of the Members of our Country Municipalities are by no means aware of the arduous duties of the Local Superintendent and of their importance even when not fulfilled to the Letter of the Law.

HULLETT, 8th of April, 1858 THOMAS SLOAN, *County Superintendent.*

SCHOOLS IN THE COUNTY OF PERTH, 1825-1902.

In that struggle which characterised pioneer life at its ontset, when men in the Bush fought the battle manfully against want, they had no sooner mastered the difficulties of their situation than they began to make provision for educating their children. While their own dwellings were of the most wretched kind, their daily fare coarse and unpalatable, when comfort, (as we understand it), was unknown. and pleasure was found largely in a hope of better days, the measure of their solicitude regarding the education of their offspring was full to overflowing. Nearly all Settlers in this County were Old Country people, where facilities for the poor obtaining even a small modicum of learning could be said hardly to exist. Humble as their lot had been in the old land, humble as it was in the Woods, they felt sure that, even in their lonely walks of life, a little knowledge of Books would have been useful not only to enable them to pursue their vocation more intelligently, but it would also have been a source of pleasure where none other could be obtained. It is, therefore, not surprising that we find old Records indicating that the first taxes on the ratepayers were largely for the establishment of Schools. For example, in the Township of Downie the first hundred pounds ever collected under the School Act of 1841 was set apart, sixty per cent. for education and forty per cent. for improvement of Roads. On referring to the Reports of Pathmasters in 1842, where a graphic description is given of our Highways, we cannot but admire the pluck and determination of those old Settlers who, although they were in danger of losing their oxen on crossways or in mud holes, so resolutely clung to the idea that their children must be educated. It is proper to state also that the first dollar of money ever borrowed by any Township in this County was borrowed for the purpose, not of building Roads, nor of constructing

Bridges, nor carrying out those improvements which would enhance the value of property, but largely for building School Houses.

It appears to be a matter not of sufficient importance that we should trace the formations, alterations, or extensions, of the School Sections in this County. Beyond giving an idea of the trend of settlement, it is of little consequence, as a matter of history, whether a certain Lot was added to a School Section or its limits extended by any particular Council, or in any particular year. It is desirable to know, however, the number and character of Buildings provided for educational purposes at the various stages of development in Perth County, as indicative of that marvellous progress made during the last fifty years. At what time the first School was erected it would be difficult to say. This certainly occurred previous to 1840, that being the period stated by some of our local historians. In the eastern portion of North and South Easthope, a number of Settlers had located previous to 1835. During that year, if not at an earlier period, Mr. J. J. E. Linton had opened a Private School near Stratford. Mrs Linton taught another School in North Easthope. These were undoubtedly the first Schools established in this County.

At the first Meeting of the District Council for the Counties of Huron, Perth and Bruce, held at Goderich, in February, 1842, in pursuance of an Act of the first Session of the first Provincial Parliament of Canada, the Council formed a number of School Sections which were the first formed in what is now the County of Perth. . . . Between 1842 and 1847, however, a large number of School Sections south of the Huron Road were organized, and that mass of legislation under the School Act of 1841, and extending on down under the School Act of 1850 in greater or less volume to our own time, had begun to accumulate. The trend of new settlements and a continuous advance of the pioneer deeper and deeper into the forest led to constant changes in boundaries of School Sections. Whenever a backwoodsman of more adventurous spirit than others penetrated along a Creek, or small Rivulet, it may have been miles beyond his nearest neighbor, his location at once became the nucleus of a new Settlement. Thither came others from time to time until a numbr of families were settled near each other. This little community at once constructed a Log School House in a spot most convenient to all. Where progress was so rapid as we find it to have been in many parts of this County these arrangements could only exist for a short period. The limits of every Settlement were constantly extending until the first School Building was found to be located in a place entirely unsuitable and inconvenient to the majority. Then a change would have to be made. As wealth accumulated in the Townships, boundaries of old School Sections were constantly being circumscribed, and additional School Sections formed out of portions of those already existing. This, of course, brought the Schools much nearer to the Settlers, who were enabled with less hardships to avail themselves of these provisions set apart for their children's education. These changes often led to great excitement amongst those particularly affected, in their efforts for and against such movements, and were a source of annoyance and embarrassment for many years to Municipal Councils. During later years certain machinery has been provided by the Public School Act, constituting a court of enquiry regarding such changes, and whose recommendations became a basis of alterations in boundaries of union School Sections. This court is a great improvement on the old system, in so far as it acts independently of any consequences at next election, which may, or may not, affect to some extent the decision of a Township Councillor in School matters of this kind.

Mr. Alexander McGregor appears to have been Teacher from the year 1844, when the Log School House became formally invested. Before that time, Mrs. Sargint had got together the Village children, and some sort of School had been organized by her. Parents in 1844 seemed to have been keenly alive to the necessity of providing education for their young children.

As an aphorism, "The eyes of the Master do more work than both of his hands," sounds and looks well, but Perthshire memories do not seek to rob the hands of early times of any of their due; the birch was a native wood of hardy growth, and was so used in the School that Mr. McKee had a short term in the Log School House, and also a Mr. Purday, whose agreement with the School Trustees,—"if both parties is pleased with each other,"—carries with it an excuse for the shortness of its limit with him—three months. But, during those three months, a lively incident took place. It was the custom for the School Trustees to make dignified and periodical visits to the School. One day three of the oldest boys were absent; and, on the same day, some strangers happened to drop in to see Mr. Purday and his scholars at work. Imitating the Trustees in manner, gait, deportment and dress, in came the three absent boys. They had somewhere got old blue coats, with brass buttons and other articles of attire that marked the most correct of full-dress of the day. The Master dare not make a scene before the strangers; the mock Trustees peered through their spectacles and inspected, in most approved fashion,—their manners in striking contrast to those they kept for every-day wear, and not matching with the rosy cheeks and bright eyes which told their true age. The storm burst afterwards; and, although Mr. Purday, whose abilities and acquirements seem to have belonged to the Hedge Schoolmaster variety, soon made room for the return of Mr. McGregor, he, in the meantime, by the aid of the outraged Trustees, caused the boys' temporary suspension. Three other Boys in that School—James Woods, Michael McAuley, and Daniel Seigmiller—were destined to become severally a County Judge, a Roman Catholic Priest, and a Mormon Bishop. Another boy—Andrew Monteith—whose splendid physique and leonine head and shoulders foretold that he would be the best young chopper and logger in the country-side, laid there the foundation of that plain education which seemed in characters of his stamp to be able to carry men forward to the front ranks of county influence and municipal honour. He lived to be the prime mover in educational matters, which took fresh departure and new life when learning became free to all.

SCHOOLS IN THE COUNTY OF ESSEX.

I feel much gratified in being able to state that many of the School Sections, mentioned below, which, owing to some previous difficulties, had not yet complied with the Regulations in regard to School accommodations, leave now nothing to be desired. Through the energy of their Trustees, good School Houses have been built in two School Sections of Sandwich West—one in Sandwich East, three in Maidstone, and three in Tilbury West. All these Schools are provided with comfortable Seats, some of them with patented ones. I am pleased to say that the School Houses which have been erected these last two years greatly surpass those built formerly.

The increase in the average attendance of Pupils on 1875 has been during the first six months of 1876, 100, and during the last term of the same year, 172. The number of children in my Inspectorate who have attended School in the course of a year is 4,643, of whom 890 between 7 and 12 have attended less than

four months, or 80 days, and 105 of the same age have not attended any school. There is a general complaint made by the Teachers of the irregular attendance of the Pupils at School. However, I must admit, that we are fast gaining on that subject every year. Education is better appreciated by our rural population. Teachers command greater respect and receive better salaries. The time when they were considered (by a certain class of people) as on a par with labourers has now passed.

The Teachers' Convention which was held in Sandwich last Fall, and which was honoured by the presence of the Honourable Minister of Education, and attended by a large number of our best citizens, did a great deal of good in our community. The wise remarks made by the Minister in his Address, the good advice which he gave to Teachers and friends of education, along with words of encouragement, were highly prized, for they have had a good effect in the whole County.

Some years ago the number of qualified Teachers able to teach both French and English in those Schools situated among the French population of this County was limited. Now, I am pleased to say, that the number of our Teachers, in general, is increasing every year, and that those who did not deserve the name, or obstinately followed the old routine in their method of teaching, are replaced by better ones. I feel satisfied, and do not fear to say that, with respect to education, the County of Essex is not behind most of our other counties.

In conclusion, I will mention that if so much has been done for education in Essex, it is due to the hearty concurrence I have always received from the Trustees, Teachers, and friends of education in general.

Essex, 1877. T. Girardot, *Inspector District No. 1, Essex.*

Agriculture at the High School in Essex County.

The account given by Mr. C. E. Lewis, of Essex County, is as follows:

"When entering upon my duties it was understood that the important feature of the work was to organize a class of Boys who would take the prescribed course in Agriculture. This Course was planned to extend over a period of two years, and was supposed to be equal to one year's work at the Ontario Agricultural College at Guelph. It was hoped that this Course would appeal to the Boys from the Farm who were attending the High School, and would probably return to the Farm or were planning to attend the Agricultural College later.

"Theoretically this course looked well. It was outlined to fit the conditions in the country surrounding the High School."

A vigorous advertising campaign was carried on, but I regret to say that after a trial of two years the general Course of Agriculture at the High School had not been successful. Last year there were eight Boys in the Class, but only three were going into Agriculture. Nearly all the other Farmers' Sons in the School were there for the purpose of getting away from the Farm, and showed no interest in Agriculture.

One of the most serious drawbacks connected with the long course in the High School was that it opened in the middle of September, when every Farmer's Son was busy at home on the Farm, and the only possible students were young Boys 12 or 13 years of age, who had just passed the Entrance Examination. This shut out dozens of young fellows from 16 years up, who were just beginning to be interested in Farm life, and who had quit school before, or immediately after, passing the Entrance Examination, and were beginning to feel the need of a better education.

This Course was accordingly dropped, and a six weeks Course advertised to begin in January, in plenty of time for the Spring work, which in Essex begins as early as the first week of March.

Upon the day that we advertised this Course to open, instead of one or two small Boys eighteen young men, ranging from 16 to 25 years of age, appeared, prepared to take up the work. All were eager to learn, and made excellent progress, although out of School for six or eight years.

The Course included Arithmetic, with a practical bearing on Farm problems, Farm Bookkeeping, Live Stock judging, Seed judging, Food requirements of the Soil, Drainage, identification of Weeds and injurious Insects, etcetera. At the end of the six weeks the members asked that the Course be extended for two weeks.

The work in the School will in future be concentrated upon similar Courses as the most satisfactory. The High School Board, recognizing this, is expending a considerable sum in fitting up a larger Class Room.

Speaking generally regarding the progress of the experiment in other sections where the work has been attempted, many of the men have met with similar results, and some have abandoned the two years general Course, and are following other lines of work. Others are working along with fairly good success and with a fair attendance.

Time would decide whether this Course was advisable, or whether the Ontario Agricultural College would give a better Course in half the time could only be decided by the future.

The High School Winter Course seemed to be the one most fitted for the Boy who was beginning to Farm. It was at his home; it was cheap, and the Instructor was acquainted with the problems he was seeking to solve.

ESSEX. E. C. LEWIS, *Teacher.*

NOTE.—This effort to incorporate an Agricultural Course in that of the High Schools in other parts of the Province has been very successful.

SCHOOLS AND EDUCATION IN THE COUNTY OF BRUCE, 1851-1906.

Settlers had resided within the County of Bruce three years before the largest community therein felt the necessity of establishing a School. When this time came it was after the School Act, 13 and 14 Vic. Chapter Nine, introducing much that proved to be an advance on previous methods, had come into force, which it did on July 24th, 1850. The initial step taken in the cause of education within the County of Bruce was the appointment of Mr. John Nairn as Local Superintendent by the Council of the United Counties of Huron, Perth, and Bruce. At that time there was not a single School in the whole of the County of Bruce, but during the year 1851 a commencement was made by the establishing of one at Kincardine, in the vicinity of the present Railway Station, the first Teacher being Mrs. Jane Nairn. From such a small beginning has arisen the extended and efficient system of Public Schools within the County.

The following year witnessed an increase within the County of educational privileges and also in the number of pupils. The Superintendent of Schools reports for the year 1852 three School Houses, all Log Buildings. These three Schools were established at Kincardine, Southampton, and Walkerton.

In January, 1853, a redistribution was made by the United Counties Council of the districts to be supervised by the local superintendents of education, and all of the counties of Huron and Bruce were then formed into one district. Mr. William Rath received the appointment of superintendent thereof. He was a painstaking officer, but he resigned the position at the end of the year.

On Mr. Rath's resignation, Mr. William Gunn was appointed Local Superintendent of Education for the whole of the County of Bruce. In 1855 the County was again divided for educational purposes into three districts.

The Western District comprised the Townships of Huron, Kincardine, Bruce, and Kinloss. The Local Superintendent was Mr. William Gunn.

The Northern District comprised the Townships of Saugeen, Arran and Elderslie. The Local Superintendent was the Reverend James Hutchison.

Mr. Gunn, in his Report for 1853, says: "Only three School Houses in the County at first sight seems disproportionate to the population, now over 10,000. It must be remembered, however, that the County may be said to be entirely destitute of Roads, for, with the exception of the Durham and Elora Roads, of sectional Roads we have not a mile."

The Eastern District comprised the Townships of Brant, Carrick, Culross, and Greenock. The Local Superintendent was Mr. John Eckford.

The Reverend Mr. Hutchison held office only during the year 1855. He was succeeded by the Reverend James H. McNaughton, who held the office during the years 1856, 1857, and 1858.

Mr. John Eckford held office for sixteen and a half years—that is, until the office of Local Superintendent of Education was abolished by statute in 1871, and the office of Inspector of Public Schools instituted instead. Mr. Eckford was a most efficient Officer, and the reports of the School Committee of each succeeding County Council refer in most complimentary terms to his work as Superintendent of Schools.

The cost of erecting School Buildings was one that many settlers felt was almost beyond their powers, but the desire to have their children educated constrained them to take action, so we find that they contributed willingly of their time and also of their means, as far as they were able, in the erection and completion of School Houses; while in most instances the sites for rural schools were freely and generously given by Settlers.

There were at that time only three Schools in the whole County—one at Kincardine, one at Southampton, and one in Walkerton. These had to be visited twice a year, and the only mode of locomotion was on foot, the Road often for long distances being indicated simply by the Surveyor's tree blaze. The traveller in those days, in addition to a few necessary articles of toilet, found it very convenient to carry a moderate supply of crackers and cheese in his wallet, of which he could partake at noon by the side of some creek or spring. The Settlers, however, were hospitable in the highest degree, and readily shared their humble meal with the traveller.

In 1853 and 1854 considerable progress was made. Settlers were coming in freely, the population of the County rapidly increasing, and the erection of School Houses was not neglected.

In 1856 considerable progress had been made in the erection of School Houses ready for opening in 1857. The Legislative grant had increased to $1,325, being an increase over 1855 of $1,053. The Rate Bill in the County amounted to $603.50. The total expenditure for schools, $8,872.10. The total number of children attending school in 1856 was 1819, being an increase over 1855 of 985. The number of teachers in 1856 was nineteen, of whom twelve were males and seven were females. The highest salary was $500 (paid by Kincardine) and the lowest $200. Of the eighteen School Houses open in 1856, five were of Stone, two of brick, and eleven were of Logs. Of those Schools, eight were opened and closed with prayer; in ten of them the Bible and New Testament were used. Ten, or twelve, new School Houses were finished in 1856, ready for use in 1857.

From this time on the progress made in all matters educational was very great and very satisfactory, culminating in the ample school accommodation and the thorough equipment for educational purposes of the present day, with a numerous staff of thoroughly trained Teachers of the highest attainments. The old dark, dismal Log School House has everywhere given place to comfortable, commodious School Buildings, well lighted, well ventilated and well furnished.

In his Report to the Chief Superintendent for 1852 Mr. Rath says: "Speaking generally of the County of Bruce, I must do so in the highest praise of the efforts of the people in favor of the establishment of Schools. Their exertions in this respect will bear favorable comparison with older Counties, and this, too, in the very infancy of their settlement and while many of them have had privations and hardships of no ordinary character to endure and difficulties of no ordinary character to encounter."

At a later date, in 1856, Mr. Eckford, in his Report, says: "Much has been done; in nearly every School Section progress has been made. When I consider, however, that the settlers have in general exhausted their funds in the purchase and improvement of lands, and in supporting their families before they obtained an adequate return from the soil, and also that the Municipal and School Taxes are heavy, that the home market is nearly closed, with no outlet for surplus produce, I feel that it would be injudicious to urge them to further exertion. In the face of all this, however, the increase would have been doubled but for the want of suitable Teachers."

The Reverend J. H. McNaughton reports six Schools in Arran, all opened for the first time in 1856, and Elderslie one school.

In his Report for 1856 Mr. Gunn says: "In the early years of the settlement of the County, in consequence of the tender age of the majority of the children of the pioneers, female Teachers were in great demand, their services being generally preferred, and their success in teaching most satisfactory."

The Western District was under the charge of the Reverend Walter Inglis as Local Superintendent for the years 1859, 1860, and 1861, and of the Reverend William Fraser, who held the office for the years 1862 to 1867, inclusive. For part of 1868 the Reverend A. McKay was Local Superintendent, and on his resigning, during the year, Doctor De Witt H. Martyn was appointed, and filled the office until the end of 1869, being succeeded in 1870 by the Reverend John Ferguson. In January, 1871, the Township of Bruce was set apart as a separate district, over which the Reverend J. Anderson acted as Local Superintendent, while Doctor D. A. McCrimmon filled the same office over the remaining part of the Western District. On the establishment of a Grammar School at Kincardine, in the year 1860, Mr. Alexander Shaw was appointed Local Superintendent for the Village.

The Northern District was under the local superintendency of the Reverend K. McLennan in 1859 and 1860, of Mr. F. H. L. Staunton in 1861, and of Doctor W. S. Scott in 1862. In 1863 this District was split up, and for that year only a School District was formed of the Townships of Saugeen and Elderslie, the Reverend Mr. Waters being Local Superintendent, but for the next eight years these two townships were united to Mr. Eckfrid's district. For the year 1863 the Townships of Arran, Amabel and Albemarle were formed into a School District, the Local Superintendent being Doctor E. Hawksworth, who held the office for both 1863 and 1864. In 1865 Mr. William Bull was appointed Local Superintendent for the Townships of Amabel and Albemarle, which position he

held until the abolishing of the office in June, 1871. In 1865 the Township of Arran was set apart as a District, and Doctor E. Hawksworth placed over it as Local Superintendent. He was succeeded by Doctor W. S. Francis, who held the office until the end of 1867. In 1868, Arran and Saugeen were formed into a District, over which the Reverend A. Tolmie presided as Local Superintendent. Doctor W. S. Francis was succeeded in 1870 by the Reverend R. S. Cooper, who remained in office until June, 1871.

In 1871, the Legislature passed a School Act which abolished the office of Local Superintendent of Education and provided instead Inspectors of Public Schools. The County Council, at the following June session, divided the County into two districts, Eastern and Western, and appointed Mr. Richard V. Langdon as Inspector over the Eastern District and Mr. Benjamin Freer over the Western District, at salaries of $5.00 per school and $2.00 additional for expenses. The number of Schools in the County at this time was slightly over 130. Mr. Langdon held office for two years and a half, when Mr. W. S. Clendening was appointed. He was succeeded by Mr. John McCool, in 1906. Mr. Freer held office until 1877. He was succeeded by Mr. Alexander Campbell, who held office until April, 1902, when Mr. W. I. Chisholm was appointed as Inspector of Public Schools for West Bruce.

At the June session, 1861, of the United Counties Council it was decided that a Board of Public Instruction for examination of Teachers be established in Bruce. This decision was carried out, and the Reverend R. C. Moffatt was the first appointed Secretary.

The first detailed School statistics of Common Schools in the County of Bruce for 1855 are here given, and to indicate the process of development those for 1863 are given in part also:

Townships.	For the Year 1855. School Buildings, Frame.	Log.	Total.	School Population.	Attendance.	For the Year 1863. School Buildings. Total Number.	Attendance
Albemarle	..	..	..	....	....	1	....
Amabel	..	..	..	....	....	1	14
Arran	..	..	..	50	....	11	350
Brant	1	3	4	520	161	11	430
Bruce	..	..	..	50	....	12	357
Carrick } Culross }	..	..	..	519	....	14 8	511 213
Elderslie	..	..	..	50	....	10	196
Greenock	..	2	2	298	119	8	241
Huron	..	1	1	234	56	8	235
Kincardine	1	3	4	540	271	9	466
Kinloss	..	1	1	236	29	9	319
Saugeen	1	2	3	290	198	6	256
Total	..	..	15	2,787	834	108	3,588

Number of School buildings erected during the year 1855 8
Number of Free Schools 7
Number of partly Free Schools 5
Number of Schools at 25c. rate bill per month 3

Teachers—1 First-Class, 7 Second-Class, 4 Third-Class, 3 unqualified.

The following extracts from the Reports of the Local Superintendents of education will serve to give an idea of educational matters in the County:

In 1857 Superintendent McNaughton reports that:

"The township of Elderslie has done admirably in the way of School building during the past year. Although the newest of the three Townships under my charge, it is now the first with regard to School houses. This may be attributed in a great measure to the wisdom of the Township Council in offering a certain sum of money to each School Section on condition that the School-house would be erected within the year. The result is that there is not now a single section without a School-house."

The Reverend Mr. Fraser, Local Superintendent of the Western District, writes, May, 1867:

"In a number of our Schools pleasing progress is being made in Book-keeping, Mensuration, Algebra and Geometry, so that the advanced state of the Schools will soon force all the Third-class teachers to retire."

Mr. J. Eckfrid says, in June, 1867:

"It affords me much pleasure to be able to state that the Schools under my supervision are, with a few exceptions, in a prosperous condition. This is to a great extent to be attributed to the Teachers, who, both in scholarship and in the art of instruction, are generally very superior to their predecessors of some years ago. The school attendance over my entire district is becoming very large, partly from the increase of population, and also because the children are coming out better and attending more regularly. One School Section has a senior and a junior School, and in another the Master has the services of an Assistant."

The Reverend J. Ferguson reports, December, 1870, as follows:

"Considering the newness and remoteness of a good many School Sections, the ill-judged selection of Trustees in many cases, the employment of poorly qualified, because cheap, Teachers, and the inability of some School Sections to build and equip good School-houses, and otherwise to hold out inducements to both Teachers and Scholars, there are yet many encouraging features connected with Schools in this new County. Some of the School-houses are first-class, and a considerable number of the Teachers are an honour to their profession."

The Common and Grammar Schools Acts of 1871 marked the beginning of important changes in both of those classes of Schools. All Common Schools became free Public Schools, and every child from seven to thirteen years of age, inclusive, was declared to have the legal right of attending some Public School. The assessment and collection of Public School Rates was by these School Acts transferred from the Trustees to the Municipalities. County Inspectors with larger powers and duties were substituted for Local Superintendents. In place of "County Boards of Public Instruction," "County Boards of Examiners" were established for the examination and licensing of Teachers, and County Grammar Schools became High Schools. It might appear as if these changes were of name only; this would be an incorrect view, for with the changed name the scope, regulations and duties of each were also changed and enlarged. In 1877, by further legislation, the Education Department was empowered to arrange with School Trustees for "constituting one or more of the Public Schools to be the County Model Schools for the preliminary training of Public School Teachers."

The above legislative changes in educational matters remain practically in force to the present day.

The standing of education in our Public Schools under the present system of inspectorate may be best referred to by extracts from some of the annual reports of the Inspectors, as follows:

Mr. R. V. Langdon, Inspector of Public Schools for East Bruce, in January, 1872, reports that under the School Act two examinations of candidates for Teachers' Certificates had been held, and out of ninety-six applicants only thirty-two obtained certificates. "It is thought," he goes on to say, "by some that the failure of so many Candidates is owing to the introduction of new subjects, but this is not the case, as the majority of failures were in the subjects of Spelling, Reading, Writing, Arithmetic and English Grammar."

Mr. W. S. Clendenning, Inspector of Public Schools for East Bruce, in June, 1877, reports the total expenditure in his District in 1874 to have been $46,400, and in 1876, $56,400. That the number of School-houses in 1874 were 75, and in 1876 there were 82. Of this latter number, 19 were Brick, 11 were Stone, 42 were frame, and 10 were Log Buildings. Also that in 1874 there were 7,624 Pupils on the School Registers, and in 1876 there were 8,432. This latter number of Pupils were taught by 90 Teachers; of these 18 held Second-class Certificates, 68 Third-class Certificates, and 4 held permits.

Mr. A. Campbell, Inspector of Public Schools for West Bruce, in December, 1877, reports 88 Schools in his District (not including the Town of Kincardine), and says: "Progress has been made during the year, although the Schools taken as a whole are far from being as efficient as I should like to see them," and further on says, "Reading and Spelling, which may be considered among the most important subjects of the Programme of Studies, were taught in a wretched manner in a large majority of the Schools: indeed, I may say that they were almost entirely neglected. For instance, I may mention the fact that out of forty-eight Candidates for admission to the Kincardine High School who came up from different parts of the County at the July examinations only five passed, and nearly all the rejected Candidates failed in Spelling."

In 1885 Inspector W. S. Clendening says, after speaking of the number who had passed the Entrance Examination, and the high standing of some of the Schools in his Inspectorate: "This record is strong evidence that the Schools of East Bruce are quite abreast of the times and doing a work of which they need not feel ashamed." In the same year Inspector A. Campbell, in West Bruce, expresses his satisfaction at the progress that was made during the year.

The opportunity to obtain a good elementary education has from the first been the privilege of Pupils attending the Public Schools of Bruce. This statement applies more especially to the last quarter of a century, as a result of the higher standard of teaching then demanded. The educational possibilities of the early days were much enlarged when advanced classes were established in many Schools in response to a much-felt need, existing in Districts lacking High School privileges. The Legislature gave an impetus to this movement when, in 1891, a Grant, (to be supplemented by the County Council), was made to such Public Schools as conduct a "Leaving Examination." A change in the Regulations regarding such was made in 1896, by authorizing the establishment of "Continuation Classes," the Legislative Grant—and the County equivalent thereto—being $100, $50, $25, or $15, according to grade. The number of such classes in the various grades in the County in 1905 was three—one, four, and six respec-

tively. That good work is done in these Continuation Classes is evidenced by the fact that a Chesley schoolboy* captured a Scholarship at the 1903 Departmental Examinations, standing fourth among the pupils of the whole Province then examined. This is the first time in the history of departmental Examinations that a Scholarship has fallen to any Public School Scholar. All honour to the Boy from Bruce.

HUMOUR IN THE SCHOOL-ROOM.

A Teacher who possesses a deep appreciation of humour, and who has taught many years in the County, was asked by the Writer to furnish some amusing reminiscences of the School-room, who, consenting, has supplied the following:

The following may be given as a few of the amusing answers actually given by School Boys and Girls of Bruce, some of them culled from examination Papers, others given orally:

"From what animal do we get beef?" asked the Teacher of a primary class. "The butcher," was the ready answer of one of the little ones.

"Into how many parts is the day divided?" "Three, breakfast, dinner and supper."

Here are some of the answers given to the question: "How do you know that the earth is round?" "The earth is round, because if it wasn't you'd fall off when you came to the end." Another still more original was, "The earth rolls round the sun; a square thing can't roll, therefore the earth must be round."

"What is the capital of a country?" "Where the jail is." "What is a Republic?" "A place where they all elect themselves."

Here are some rather astonishing historical facts:

"King John did not want to sign the Charta, but the barns said he had to, all the same."

"Mary Queen of Scots married the Dolphin of France before she was beheaded."

"Charles I. met his doom without a flinch."

"Who appoints the Governor of Canada?" "The Pope," said one. "Mr. Cargill," said another.

"It was very difficult for William Lyon Mackenzie to escape to the United States, because 1,000 lbs. was put on his head."

"The British searched American ships for deserters. The Americans looked so like themselves that they could not tell which to arrest."

"The foe was sullenly firing." "Why sullenly?" "Because they'd just been licked," said a boy, who doubtless could easily imagine their feelings.

"What is the difference between 'discover' and 'invent'?" "'Discover' is to find something that was there all the time. 'Invent' is to find something that never was there before.'"

In 1877 two Model Schools were established, one at Walkerton and the other at Kincardine. In his report of that year, Mr. Campbell speaks hopefully of them. Again, in 1885, he says: "A great many of the improvements that have taken place in our Schools during the last few years can be traced to the efficiency of our Model Schools and to the beneficial effects of attendance at Teachers' Associations." The County can point with pride to these two Model Schools. The training imparted therein to the future Teachers throughout the County has been of the very best, and reflects credit upon the various Principals who have been at the head of them since their establishment. There is no doubt that to

* R. C. Halliday, son of Mr Robert Halliday. The value of the Scholarship was $50 in cash and free tuition in Toronto University for four years, amounting to $195 in all

them is largely due the success which has of late years marked the imparting of instruction in our Public Schools.

The initial step in the way of higher education for the youth of the County of Bruce was the establishment in 1860 of a County Grammar School, which was situated at Kincardine. The first Board of Trustees had as its Members the Reverend K. McLennan, of Paisley; Mr. William Gunn, of Inverhuron; and the Reverend Walter Inglis, the Reverend Isaac Middleton, Mr. Alexander Shaw, and Mr. Matthew McKendrick, of Kincardine.

The first Principal, Mr. Albert Andrews, filled the position in a most satisfactory manner for six or seven years. In 1890, Mr. S. W. Perry, B.A., was appointed Principal of this School, and has retained the position since, filling the duties of the position most successfully. For twelve years Kincardine possessed the only Grammar School in the County. Considering this circumstance, the County Council felt justified in the years 1870 and 1871 in granting $150 and $100 respectively, as Scholarship Prizes, an attraction for bright, earnest scholars not now offered at any School in the County.

The Act passed by the Provincial Legislature in February, 1871, "to improve the Common and Grammar Schools," gave the County Council extended powers as to the formation of High School Districts. Various local municipalities within the County, being desirous of taking advantage of privileges then attainable, petitioned the County Council at the January session, 1872, requesting to be established as High School Districts. The Council complied with these petitions, and passed at that session "A by-law to establish five High School Districts in the County of Bruce." But the Ratepayers of Walkerton alone were willing to bear an increase of taxation for the advantages and privilege of possessing a High School in their Town. The following comprised the first Board of Walkerton High School Trustees: Messieurs J. J. Kingsmill, John McLay, Alexander Sproat, J. G. Cooper, Paul Ross, and Alexander Shaw. The first Teacher appointed was Mr. Arnoldus Miller, B.A. It was not long, however, before Assistants were secured, as necessity arose, until the staff of the Walkerton High School became sufficient to entitle it to rank as a Collegiate Institute. Mr. Joseph Morgan, M.A., has been Principal of this School since 1881.

The High Schools at Kincardine and Walkerton remained for many years the only ones in the County, but Paisley sent a Deputation, in 1886, to the County Council, with the request that that Village and neighborhood be set apart as a High School District; but the deputation failed to convince the Council that it was advisable to make any increase in the number of High Schools in the County. The following year a similar deputation from Port Elgin was more successful, and, despite a strong opposition, a By-law was passed in June, 1887, establishing Port Elgin as a High School District. This School was opened in the Fall Term of 1889 with 75 names on the roll, Mr. J. T. Lillie, B.A., being the Head Master. The attendance rose to 153 in 1891. Mr. Lillie continued to the end of 1901 in the Head Mastership. The high percentage of the successful Pupils of this School who wrote at the Departmental Examinations speaks well as to his qualifications for the post he held for so many years. Mr. J. C. Clark is the present Head Master of this School.

The agitation for additional High Schools once more came before the County Council in June, 1891, Paisley and Wiarton being the Municipalities applying. Again Paisley failed to obtain the consent of the Council, but a By-law, passed June 6th, 1891, established a High School District in Wiarton, and School was

opened under the Head Mastership of Mr. T. H. Farrell, who was succeeded by Mr. Henry De Lamater.

The next place to obtain a High School was Chesley, which was opened in 1904, Mr. R. D. MacMurchy being the Head Master, he being succeeded by Mr. Henry Bonis.

The cause of education within the County of Bruce has had an excellent auxiliary in the free and public Libraries scattered throughout its Municipalities, in the number of which Bruce is the leading County in Ontario, having twenty-five in all. Besides these, there are thirteen rural School Libraries, all situated in the West Bruce inspectorate. It is impossible to estimate the educational and intellectual uplift derived by the public having access to 55,000 books of select pure, good literature. That the opportunities offered have been made use of the large number of members of the several libraries testify. Another pleasing feature about the Public Libraries in Bruce is that a number of them are situated in purely rural, or semi-rural, localities. The first Library established in the County was one at Inverhuron, in 1856. From such a modest beginning has developed the present numerous and well-equipped library system of the County. The Writer was the first Librarian of the Public Library established at Kincardine in the Spring of 1861. The number of volumes placed in his charge were under two hundred. This Library has grown to be the largest in the County, and numbers now over 4,500 volumes. Mr. Hugh Black, who was its painstaking Librarian for many years, has lately passed away.

The first School in the County was opened in the Summer of 1851, with sixty-six Pupils; fifty years later this solitary centre of learning had multiplied, as is set forth in the following figures given in the report of the Minister of Education for the year 1901, as follows:

246	Public Schools, with	12,614 pupils.	Receipts.....	$133,707 62
4	High Schools, having.....	480 pupils.	Receipts.....	15,845 34
2	Model Schools, training	38 pupils.	Receipts.....	790 00
8	Separate Schools, with	735 pupils.	Receipts.....	8,001 56
260	Schools.	13,867 pupils.	Receipts.....	$158,344 52

The young people of the County of Bruce have thus been fitted to enter the battle of life possessing the advantages arising from a sound education. From her Schools have gone forth many who now fill most prominent positions throughout the Dominion, bringing honour to those who have in an enlightened manner encouraged and maintained a high standard of education in their mother County. —(Extracted from "The History of the County of Bruce," by Mr. Norman Robertson, 1906.)

EFFECT OF THE SCHOOL ACT OF 1871 IN THE COUNTY OF HALDIMAND.

The following valuable testimony as to the great improvement in our Schools which was wrought through the agency of the School Act of 1871, is highly suggestive and practical in its character. What is true of Haldimand, as here expressed, is also true of other parts of the Province.

In an address to the Teachers of Haldimand in 1873, Mr. Inspector Harcourt, M.P.P., said:

No one, whose attention has been called to the matter, could imagine the miserable condition of the majority of the School Houses of 1871. At that time there were not

ten properly furnished School Houses in Haldimand. Many of them, with low ceilings, broken floors and damaged windows, had for seats nothing better than the antiquated Bench facing the wall. Too cold, or too hot, by turns in Winter, and suffocating in Summer. With nothing to attract and everything to discourage scholars, we wonder that an intelligent public has so long tolerated their existence. . . . In the main, however, I am especially gratified at the improvements effected. In two years sixteen brick School Houses have been erected; all of them substantial and well furnished—some of them models of neatness and finish. In a dozen School Sections preparations are being made for replacing the old School Houses, so that we have good reason to hope that in a year or two, at furthest, our country will no longer be noticeable for the miserable style of its School Houses.

Connected with the question of progress in certain branches of study, in relation of which I might say of cause and effect, are the two items of Examination of Teachers and School Accommodation. The provisions now in force for the examination of Teachers are such that, if wisely carried out, the standard of the profession must be raised, and along with it the status of our Schools. . . . The fact that somehow, or another, Teachers received First and Second Class Certificates, three or four years ago, who could not now obtain a third; that while it was exceptional for an Applicant to fail then, those who succeed now are but thirty per cent. of the whole is known to all of us. . . .

To summarize the foregoing statements we have progressed since 1871, swiftly in one particular, slowly and steadily in several others.—(Address, pages 5-7.)

Extracts from the Inspectors' Reports.

Schools in the County of Lanark.

I find the introduction of Home Reports to the Parents a difficult matter. Several have commenced and then dropped them.

Examinations are held generally, and are tolerably well attended in July and December.

The giving of Prizes is on the increase—but they are often given not on the "Merit Card" system.

The general principles of the School law are universally recognized and carried out; but many minor points are neglected. Proper classification is an established fact now.

The Programme and Limit Tables are not strictly followed in many Schools. Object lessons, Drawing, and Music are generally omitted, and History, and all extra subjects in the Fourth Class. I cannot encourage or scarcely countenance the introduction of these subjects into the School Programme, where there is so much to be done in the rudimentary and essential branches of a Public School education. The answer to this question must be taken in most cases with this general qualification.

There are few Libraries now existing in the County that are worthy of the name. The Municipality of Dalhousie, North Sherbrooke and Levant (united), and also that of Ramsay seem to have been well supplied at one time, but they have not been kept up. I am aware of only one small Library (School Section Number Five, Pakenham), having been purchased during the last six years.

There is no such thing as a "private room" for the Teacher in the County.

I may say that I have succeeded very well in getting commodious and well arranged School Houses erected, and there are but two or three more badly needed. The outside Premises are far behind what they should be. I turn my attention to them next.

January 23rd, 1877. H. L. Slack, *Inspector.*

SCHOOLS IN THE COUNTY OF LEEDS.

During the year five new School Houses were completed—four of them are built of Brick, and contain Class-rooms, and one is a Frame Building without a Class-room, making thirty new School Buildings erected in this part of the County since 1871. Most of the School Sites contain at least half an acre of land, and are suitably enclosed. The improvements are not invariably limited to School Houses and School Premises.

Number of pupils attending school in 1875 and in 1876 varied as follows:

	1875	1876
Number of pupils less than 20 days	415	401
Number of pupils 20 to 50 days	849	828
Number of pupils 50 to 100 days	1,051	986
Number of pupils 100 to 150 days	834	970
Number of pupils 150 to 200 days	560	724
Number of pupils over 200 days	110	110

This exhibits a very marked increase in the number of Pupils attending from 100 to 200 days, and a diminution of the number attending less than 100 days during the year. In 1875, there were 51 children between the ages of 7 and 12 years not attending School according to law. In 1876, the number not attending was 42, showing a decrease of nine.

Total number, average attendance and percentage of pupils attending school in:

	Total.	A.A.	per cent.
1874	3,906	1,497	38
1875	3,818	1,556	40
1876	4,019	1,664	41

In reference to this apparently low percentage a word of explanation is necessary. In rural schools there are, generally speaking, two sets of scholars which may be described as summer and winter pupils. There are, also, some poor sections in which the school is kept open only from six to eight months during the year. It is gratifying, however, to see that the percentage is steadily increasing.

Amount paid for teachers' salaries in

		Highest Salaries.
1874	$14,385.00	$450
1875	16,259.31	500
1876	15,774.46	500

This item also shows a yearly increase.

Amount paid for all public school purposes in 1874.....$24,083 90
" " " 1875..... 28,791 71
" " " 1876..... 28,115 25

There is yet one very important particular in which satisfactory improvement is not being made. I refer to the small number of Third class Teachers who succeed in obtaining a highest grade of Certificate. While it is true that for the most part they are doing their work well, it is, nevertheless, true that Third Class work, no matter how well done, is not such as is required in the majority of our schools.

We have no doubt but the various amendments of the School Law will, if adopted, have a tendency to increase the number of those holding Provincial Certificates, and, at the same time, provide a way by which Teachers just entering the profession may be better able to qualify themselves for the proper discharge of the practical duties of the school-room.

BROCKVILLE. ROBERT KINNEY, *Inspector, Number 2, Leeds.*

Schools in the County of Ontario.

Ample School Accommodation.—A revolution has been gradually and voluntarily effected in this matter. Old things have passed away and all things have become new. Eleven out of fourteen Municipalities have risen up to the high and intelligent standard of the law. The new School-houses erected are, indeed, the people's colleges, and monuments to their intelligence and liberality.

Teachers.—There are 145 certificated Teachers; seven First and thirty-eight Second Class Provincial, twelve Old County Board, eighty-five Third Class New County Board—that is to say, about two-thirds of the Teachers are Third Class. The machinery of our Educational System possesses a very high degree of perfection, but we stand in sore need of trained, experienced and skilful men "to run the machine," so as to accomplish the grand object for which the System was founded. Without training, experience, or adaptation, many embark in the profession, and, having neither compass nor rudder to guide them, they steer for no particular harbour; or, in other words, they have no rational end in view, and use no means to attain such an end.

This leakage can only be stopped by paying Teachers an adequate price for their time, talents and experience. I am more than glad the Honourable Minister of Education is about to remedy this evil by establishing Teachers' Institutes.

Salaries.—The average salaries paid to male Teachers was only $407. Anyone can see at a glance that this amount is inadequate to support a man with a family, and, therefore, men of talent are continually quitting the profession.

February 26th, 1877. James McBrien, *Inspector, Ontario.*

Schools in the County of Lincoln.

I have the honour to state that the results of the frequent changes of Teachers, the employment of inexperienced Teachers on account of their apparent cheapness, and the irregular attendance of Pupils, are painfully evident in the case of such Schools as have been subject to their influence. I have, during the year, made every possible effort to draw the attention of Trustees to the existence of these evils, and to urge them to active efforts for their removal. These efforts, in many cases, have been followed by very satisfactory results; but in others, carelessness, or false notions of economy, have resisted my endeavours.

In order to create a healthy rivalry between the different Schools, a Report was printed, after my regular official visits, and 350 copies distributed throughout the County, giving the standing of each School, and showing the causes that promote, or hinder, advancement. The effect I find to be beneficial in stimulating the Schools to maintain or improve their standing each year, and in directing the attention of Trustees to the evil effects of "cheap teaching," irregularity of attendance, and frequent changes of Teachers.

Prizes are distributed annually in many Schools, although not by means of a merit-card system, but by means of a system of marking, that answers the same purpose fully.

On the whole, I am glad to be able to assert that there has been substantial progress and improvement in educational matters in this County during the past year, although I am fully sensible of the urgent need that yet exists for improvement in many respects.

March 2nd, 1877. J. B. Somerset, *Inspector Co. Lincoln.*

Schools in the County of Grey, South.

There were 104 Teachers employed. Of these, 4 held Old County Board Certificates, permanent while the holders remain in this County; 89 of the lowest, or Third Class, and only 11 holding Provincial Certificates, all Second Class. The only Teacher in any

district holding a First Class Certificate, being the Master of the Durham (Town) Public Schools.

Many of these Third Class Teachers display tact and manifest an ardent desire to excel; yet from the constant influx of young persons barely 16 or 18 years of age, who have never enjoyed any special preparation for the successful prosecution of the Teachers' profession, it will not be a matter of surprise that in some quarters regret is freely expressed that the better grades of Teachers have been supplanted, induced to adopt other professions, or have left for other parts where larger salaries might be obtained.

In a few School Sections there exists a strong prejudice against instruction in any other than the three R's—Reading, 'riting, and 'rithmetic; the teaching of Grammar, Geography, etcetera, being by some strongly opposed. Intelligent instruction in these and other subjects, however, will in due time remove the opposition, and render the studies objected to a pleasure, as well as an indispensable privilege. In this department of school work, the trained, the intellectual, instructor, has a decided advantage over the merely mechanical Teacher. The one draws out and develops the ideas, enabling them to grasp and appropriate the actual instruction given; the other is satisfied with the bare memorizing of words.

Object Teaching is far too much neglected. For instance, it is no uncommon fact that only the minority of the Pupils in some of the Schools have an adequate idea of degrees of longitude, or latitude, the horizon, the cube, or even a square inch. I am happy to observe, however, that these remarks are not of general application.

Penmanship and Elocution.—Increased attention is also given both to Penmanship and to Elocution, or the natural and easy method of vocal Reading. These are admittedly accomplishments, the possession of which has been by too many either disparaged, or idly imagined to be within the reach of only a very few.

February 27th, 1877. W. FERGUSON, *Inspector, South Grey.*

CONDITION OF SCHOOLS IN THE COUNTY OF ELGIN, 1857.

The Local Superintendent of the County of Elgin thus reports in a most interesting manner his first experience of the condition of Schools in that County:

1. This being my first year's acquaintance with the state of the Common Schools in the County I cannot pronounce upon the extent of their progress, as compared with that of past years; my remarks will, therefore, have exclusive reference to the indications they exhibit during the period of my official connection with them.

2. *School Sections.*—Among the evils arising out of small School Sections are, that the School-houses are uncomfortable and unhealthy, as well as unsuitable in their internal arrangements, and almost repulsive in their external appearance; heavy taxation in the smaller School Sections; contention and strife at each recurring School Meeting. The season of youth, which is the best adapted to the acquisition of knowledge and the formation of a character calculated for usefulness and success in the business of after life, is thus passing away without improvement. These things forced themselves upon my notice at an early period of the year. By addressing Communications upon the subject to the Municipal Councils, and by attracting the attention of the people to it, in my public School Lectures, I succeeded, before the close of the year, in obtaining a rearrangement of the boundaries of all the School Sections in the Townships of Aldborough and Dunwich. The result of this work is already seen in the vigour and alacrity with which the people have gone into the work of improvement. In six of the newly arranged Sections, School-houses of a superior character are already under contract, and more School Sections will speedily follow the example thus set them.

3. It is only when the Rate-payers of a Section feel that their boundaries are permanently established, and their strength quite adequate to the support of a good School for the entire year, that they can be expected to go forward in peace and harmony,

cheerfully expending their money in the erection and improvement of good School-houses, and all other things connected therewith. In thus enlarging the Sections, the distance from the School House, in some instances, is increased; but I am far from regarding that as an evil. I believe the experience of most Teachers will concur in the statement that Pupils who travel over the greatest distance are most punctual and regular in their attendance at School, and most diligent while there. The Parent would also think little of distance, and extend less sympathy to the Child on account of it, if he knew that when once in the School Room he was comfortable in his body, and in a fair way of improving his mind,—a state of things which seldom obtains elsewhere than in large School Sections.

4. *Teachers and their Schools.*—The Teachers are uniformly possessed of a moral Character of a high tone; with three exceptions. They are diligent in the discharge of duty—often soliciting advice on matters of Discipline and Methods of Instruction. They all teach upon the intellectual system,—regarding the youngest Pupil as a being endowed not merely with memory, to commit and retain names; but with perceptive faculties, to acquire knowledge; judgment, to compare and reason; passions, to be restrained; affections, to be properly directed, and a conscience, to be strengthened and set in authority. In government, the Teacher's magisterial reserve and austerity of other days are fast giving place to kindness and affection;—and, in the duty of instructing, they aim rather to interest and to lead than to task and drive; and, by suitable illustration, and frequent questioning, to give to the Pupil a thorough understanding of the subject of study, rather than to insist upon a precise, technical, and wordy recitation. While I noticed that these principles were recognized in the operations of every School that I entered in the West Riding, yet I must observe that there is a great difference in the ability with which, in different Schools, they are put into practice, and consequently there is a proportion of difference in the fruit which they bear.

5. Analyzing the Schools in operation for the past year, with reference to the character of the teaching; and judging that the best which aims by active vigorous exercises to train and develop the intellectual powers,—find that two might rank as very good; ten as good; fourteen as middling; and the remainder inferior.

6. In May, 1854, I addressed a Circular to the Teachers of the County on the subject of their meeting in Council, which resulted in the formation of "The County of Elgin Teachers' Association." Since its organization, it has held its Meetings in St. Thomas, three and four times a year. These were attended by Teachers and Trustees from all parts of the County. The object of the Association is, by mutual and self-dependent effort, to elevate Teachers to their proper status in society; to advance their literary qualifications; to verse them in the science and to improve them in the art of teaching. The agencies employed for this purpose are—*First*: The Meetings of the Association—at which Lectures are delivered, and at which methods of teaching the several branches of Common School Instruction are explained and illustrated by the most approved School Apparatus; *Second*: A Library of upwards of Two hundred volumes of select and standard Works, on every branch mentioned in the Programme for the Examination of "First Class Teachers," which makes it emphatically a Teachers' Library; and *Third*: A Museum, comprising Models of School Furniture, and specimens of School Diagrams and Apparatus. These serve the double purpose of illustrating methods of Teaching, etcetera, while the Association is in Session—thus sending away the Teachers present, acquainted with the advantages of such appliances, and impressed with their importance, as a means of communicating instruction to the young in an agreeable and interesting manner; and, they also afford to Teachers and Trustees an excellent opportunity of determining on a suitable selection of such things for their Schools. As the chief aim of this part of the machinery of the Association is the speedy introduction of Maps, Diagrams and Apparatus for sale at the Departmental Educational Depository, it is specimens from it of such articles that chiefly comprise their stock. The number is yet few, but it is purposed to add to them, as the means of the

Association will allow. I have been an eye witness to the proceedings of the Association since its commencement. The exercises have, in every instance, been well chosen, and, in most cases, well executed. Each Meeting adds to the list of the Membership, and to the happy and elevating influence which it has and is exerting upon the Common Schools of the County. I think it is to be regretted that so noble and well sustained an effort on the part of the Teachers could not be aided under the present Regulations of the Council of Public Instruction, and that the Association, in its purchases at the Education Office, cannot even be placed upon the same footing as School Corporations and Municipalities.

7. *The County Board of Public Instruction.*—The Members of County Board have discharged the duties devolving upon them, under the School Act, with a faithfulness and diligence that is in the highest degree praiseworthy,—requiring from Candidates, as they do, undoubted testimony of habits of sobriety, good character, and a competent knowledge of the Branches mentioned in the Programme of Examinations, before issuing Certificates in their favour, and, contrary to general expectations, the stricter the Examinations, and the higher the standard insisted upon, the greater the number of Candidates that appear for honours. At the last Meeting of the Board, Forty-eight Candidates enrolled their names for examination,—a sufficient number to supply one-half of the number of Schools in the County.

8. *The School Houses.*—The state of a large majority of those Buildings that should be the pride, the ornament and the crowning glory of each neighborhood, is a source of humiliating reflection to all connected with the work of advancing the interests of Common Schools. Of the School Houses of the West Riding, twelve may be said to be good, being Frame, tolerably well finished, with Seats and Desks made and arranged for the comfort and convenience of the Pupils; six are barely comfortable; and the remainder are totally unfit for the purposes for which they have been built.

9. *The Clergy Reserve Fund.*—To the propriety of devoting the Clergy Reserve Monies to the support of Common Schools, I attracted the attention of the People in my School Lectures, and of the Municipal Councils of the Townships of Aldborough and Dunwich in Communications addressed to the Reeves. The Council of Aldborough gave five Pounds, ($25), to each Trustee Corporation for the purchase of Maps and Apparatus for the use of their School, out of these monies, and I have reason to believe that the remainder will be disposed of in a similar manner. Of their share, the Council of Dunwich have set apart Fifty pounds, (£50), for the establishment of Ward Public Libraries; and, at a Special School Meeting, held in the majority of School Sections in the Township, Resolutions were passed, strongly recommending the Council to apply the whole of the Fund for encouraging the erection of a better class of School House, or for other School purposes. I have been informed that the application of these monies was made a test question at the Municipal elections in January; and that all the Candidates pledged themselves to devote all sums to the Township from that source, to the establishment of Public Libraries, and to the encouragement of Common School Education.

10. *Public Libraries.*—All the Public and School Section Libraries established, by purchases at the Educational Depository, have the Books covered, labelled and numbered; but, the portion of the Library Regulations referring to the lending of Books are not in every instance strictly enforced. I could not obtain satisfactory information as to the extent to which the Books are circulated and read; but, in the immediate neighborhood of the Libraries, there is quite a demand for them—the advanced Pupils of the Common Schools forming by far the greater number of readers. In their Examinations, the Pupils were more ready with practical information, beyond the Lessons of their Text-Books; and, generally, evinced a greater degree of intelligence than Children less favourably situated, with respect to Library advantages. Much of the happy influence which this noble feature of our School System is exerting, not only on the rising generation, but on the community at large, is not subject to the direct observation of the most vigilant School Officer; nor is its extent easily estimated. The many

families, whose hearths are made attractive, whose long Winter evenings are rendered pleasant and instructive, whose tastes are elevated and refined, whose range of thought is enlarged, and whose acquaintance with Literature and Science is promoted by the perusal of the sound and wholesome literature of our Public Libraries, are things of which a Local Superintendent can only get occasional glimpses. In connection with our Public Libraries, this state of things does exist; and the generations of a future day can alone see the result, and estimate the credit due to the ability, patriotism and philanthropy of the Man by whose untiring zeal and energy Free Public Libraries were engrafted by him on that School System, under which upwards of Three thousand Canadian Schools are made annually to extend the blessings of a sound Elementary Education to over 227,000 Canadian youths.

11. *Educational Lectures.*—I have attended to the duty of delivering School Lectures; and the large audiences that met me on these occasions were, to me, gratifying indications of a desire on the part of the people to acquire information that might be rendered available for the improvements of their Schools. My experience on this point would induce me most cordially to subscribe to the words of your Circular of August, 1850:

"No man ought to aspire to the office, (of local Superintendent), or retain it a week, who has not the heart and ability to prepare and deliver public Lectures in a spirit and manner worthy in a good degree of a cause interwoven with every vital interest of our Country's civilization and happiness."

In conclusion, Doctor Ryerson, I shall feel happy if from these remarks, in connection with my statistical Report I send, will enable you to glean satisfactory evidence of the progress and good results of that School System, upon the rearing and advancement of which you have expended so much of your talents, industry, perseveration, and enlightened zeal; and I shall always feel proud to find myself a humble co-operator with you in so great and glorious a work.

St. Thomas, April, 1857. Archibald McLachlin, *Local Superintendent.*

State of Schools in the County of Huron, 1858.

1. In the part of the County which I have visited, Colborne, Ashfield, and Wawanosh, there is a considerable improvement in the Schools, as compared with their state at my first visit. On my inspecting the Schools the first time, as the roads were bad, I found the most of them thinly attended, but good order and industry were manifest in most of them.

2. As some of the Teachers complained, and seemed anxious that the Trustees and others should be present on the occasion of the Local Superintendent's inspection of the Schools, I notified the School Sections previous to my second visit and I felt much pleased I had done so. The Trustees in most of the School Sections were in attendance, as well as others of the Inhabitants. I found the Trustees, in general, desirous to obtain information relative to educational matters, and the improvement of their Schools. I know there is a diversity of opinion regarding the propriety of giving previous notice of each visit, and, although it is desirable *inter alia* that every Local Superintendent should know the condition of the Schools in their every day working order, yet I find the results of an examination more satisfactory, to the Teacher, the Trustees, and others of the Inhabitants who may attend, when previous notice has been given. And there are few School Sections in which instruction and advice relative to the management of the Schools cannot be imparted advantageously, on these occasions, to the Parties interested. Numbers are often awaiting the Local Superintendent's visit to get information regarding their duties under the School Law. Such conferences also, after the inspection of the Classes, often allay disagreement; difficulties are smoothed over, and explanations given which prevent much needless ado, as well as a large amount of trouble, as well as correspondence, between Parties unacquainted with the School Law, and the Local Superintendent.

3. In many School Sections, also, I find that there are numbers who would be glad to be present, to listen, observe, and learn, when the classes are reviewed by the Local Superintendent. And they can also listen to the Lecture on such occasions, when they would not otherwise attend. I think, therefore, that the School Sections should be notified, as far as possible, of each alternate visit being made by the Local Superintendent.

4. In regard to the condition of the Schools in the three Townships lately visited, I am much pleased to state that I found them, with two exceptions, in a state of improvement, the Teachers generally pursuing the interrogative and intellectual system. In a number of the Schools, the Pupils could read well and intelligently, and answer most questions relative to the meaning of what was read. And in all the Schools there is a considerable degree of attention paid to the Roots, Prefixes, and Affixes, as Mr. Nairn, my Predecessor, had taken great pains, in explaining the importance of that branch of learning, and he otherwise performed the laborious duties of his office in a faithful and praiseworthy manner. Considering the time that the Schools have been in operation, the Pupils have made a very good progress in Writing, English Grammar, Geography, and Arithmetic. And, with the exception of School Section Number One, Wawanosh, (in operation for several years), the Schools are all Supplied with beautiful Maps, more, or less.

5. School Section Number Seven Ashfield had no Maps, but the Trustees expected them daily from the Education Office. The School has been in operation only nine months, and the inhabitants seem anxious in forwarding the interests of education. I was much pleased with the respectable appearance of the Scholars. Although a small School Section, there were upwards of sixty pupils present, and the respectful and earnest attention exhibited by them, during the exercises, must have been gratifying to the Parents and Trustees who were present on the occasion. There is a Globe in School Section Number Six, Ashfield.

6. I am glad to state, from my own observations, and what I learned otherwise, that the Teachers where I have visited, are faithful in the performance of their duties, with few exceptions. There is only one Normal School Teacher in the Townships under my charge. He is in School Section Number One, Colborne, and I have recommended those in the surrounding Sections to visit his School, as he shows more ability and tact in the management of his School than those who have not had similar training. There is a Library in Colborne and Wawanosh, and from the number of Volumes in circulation I think the same beneficial effects will be the result, as may be expected from the establishment of any well selected, and well conducted, Library.

7. I said there were two exceptions to the general improvement, and the efficiency of the Schools, observable on my late inspecting tour. These were School Sections Number Three, Colborne, and Number Four, Wawanosh. Both have been established a number of years. But the comfort and repair of the School Houses and the arrangement of the Schools were much inferior to a number of those in newly established School Sections. There were few in Grammar, and Geography was much neglected, although well supplied with common Maps. The Writing department was the most neglected. Some time before the Copy Books could be found; some could not be got; those whose copies were found testified, in most instances, that the Owner had not written carefully, nor spelled correctly, nor had he kept the Copy Book clean and free from blots. I explained to the Teacher how the Copy Books were kept in other Schools; and mostly all showing improvement. I instructed them that there should be a set time for Writing, as well as for other studies, when all the Pupils should write, and every one of them show his, or her, writing to the Teacher, so as to have it inspected, etcetera.

8. The Schools in Grey, Morris, Harwick, and Lumley I have visited only once, and could report only what has been said concerning new School Sections. A number of the School Sections in these Townships have Maps, and others are about procuring them. There are also several Schools opened in new Sections which I have not yet visited, (but will do so soon), and a number more are about to be opened.

HULLETT, 8th of April, 1858. THOMAS SLOAN, *County Superintendent.*

PART VII.

SCHOOLS IN VARIOUS TOWNSHIPS OF ONTARIO.

Schools in the Township of Emily in the Old Days.

The first Public School opened in what is now the County of Victoria was held, or opened, in the Township of Emily, on the south-east corner of Lot Number Ten, then known as the Clergy Reserve Lot. The School House, or Building used as such, was an old Log Shanty about 20 by 12 feet, covered with Elm Bark, a flat roof; it had neither window, floor, nor Fireplace, nor Stove, consequently could only be used in Summer. There was an opening in the roof. The School was opened in June, 1834, and lasted three or four months, until the days got too cold for the Pupils to sit without a fire. The Teacher, (like nearly all of the early Teachers in this new country then), was an old British Officer, named Hamilton, an Irishman and a graduate of Trinity College, Dublin, six feet two inches in height, and of fine appearance, and of very Gentlemanly manners. Poor fellow! He had an old Soldier's failing,—a great fondness for drink. The Settlers, being desirous of getting their children as much of an education as the resources of the country and their limited means could afford, held a meeting, and made an arrangement with Mr. Hamilton to open a School. The result was that he was engaged to teach, while the weather kept fine, at the rate of eight dollars per month, each farmer paying a fixed sum for each child sent, or promised, to the School. There were from sixteen to twenty children who commenced attending. Some of them, (those large enough to assist in harvest), went the first two months; as the days grew cool the smaller ones dropped off, and the school came to a natural standstill. The Teacher was found lying dead, by the roadside, not far from the School House, one cold morning early in the Fall, after the School closed. The School furniture and fixings consisted of two Benches made of Basswood, splitting it up the centre, and fitting two legs on each end,—these making two Benches for use to sit on. The Desks consisted of rough boards, resting on long pins, or stakes, driven into two-inch auger holes, bored into the side logs of the Building,—no trouble in sweeping floor, as it was Mother Earth. The Books and equipments consisted of the Bible, Carpenter's and Mavor's Spelling Books, and such old Arithmetics as the parents of the children had brought from the Old Country. The Pupils had to use quill pens, and they learned to make them, for their own use. If a Boy got handy at the work, not only then, but for years afterwards, he had to assist others, who did not possess the mechanical skill, to make pens for themselves. Slate pencils cost two pence each (4 cents). Ink was made by the parents, by boiling soft maple bark in rain water for a couple of hours, straining or filtering it, and putting into it sufficient copperas, or sulphate of iron, to get the required colour—black. No blotting paper was to be had, and "if you wanted a Ruler, make one."

If there is one thing more than another in which Ontario shows her material and social growth it is in her Schools. In the old days there was no School Fund, or School Law. No educational assistance of any kind, in the rural parts. Now the country,—(then an endless wilderness, dotted here and there with the small trough-covered Shanties, and small clearing openings in the woods),—is well

provided with comfortable, (mostly brick), School Houses, having all the modern appliances, to assist the Pupil and Teacher.

The Trustees in these early days assumed duties beyond what they now possess. In engaging a Teacher, they examined him as to his qualifications in the three R's, and as much farther as any of themselves knew. They fixed the rate bill which each Scholar should pay, usually at a dollar and fifty cents a quarter; and any family sending more than three Scholars should go free, as well as the children of Widows. They sometimes hired a Teacher by the month,—ten dollars being offered me in the year 1834. Another applicant offered to take less, and he got the situation. The Teacher was expected to "board round," at that rate of pay. He usually boarded in one or two houses near the School, doing chores morning and evening. The Trustees assessed each scholar with half a cord of wood during winter, which was scantily supplied, sometimes the Teacher and bigger boys went with an axe to the woods to make up the deficiency. The Trustees were to examine the school quarterly and sign the Quarterly Reports, so that the Teacher might draw the Government Grant.

SCHOOLS IN THE TOWNSHIPS OF ALDBOROUGH AND EKFRID, 1835-1837.

Mr. Malcolm Campbell, an old Teacher, writes from Middlemiss, (County of Middlesex), as follows:

My first connection with Schools was in the year 1835, when I was engaged to teach a Common School in Aldborough, where the Village of Eagle now stands, (County of Elgin). I afterwards taught for fifteen years in two School Sections in Ekfrid (County of Middlesex). During these fifteen years, the Common Schools were under the direction of three different classes of authorities, exclusive of Trustees—first by a District Board of Education, which granted Certificates to Teachers, and received quarterly reports from the Trustees and Teachers, and apportioned the Goverment Grant. Afterwards, the Common Schools were governed by School Commissioners, whose duty it was to grant Certificates to Teacners, and to pay quarterly visits to the Schools; Judge Eliot was appointed County Superintendent of Schools for Middlesex, and after him Township Superintendents were appointed.

The School Houses, during the time I taught, were built of round Logs, about, 14 by 16 feet, with clapboard Roofs, and with open Fire Places. A window sash on three sides for light; a board being placed beneath them, on which to keep copies and slates. There were long hewn Benches without backs, for seats. There were no Blackboards or Maps on the chinked walls. There was a miscellaneous assortment of School Books, which made it very difficult to form Classes. Cobb's and Webster's Spelling Books afterwards gave place to Mavor's. The Testament was used as a Text Book, a supply of which was furnished by Reverend Benjamin Cronyn, afterwards Bishop of Huron. The English Reader and Hume and Smollett's History of England were used by the more advanced Classes. Lennie's Grammar and Dilworth and Hutton's Arithmetic and the History of Cortez' Conquest of Mexico were used, also a Geography and Atlas, and a variety of Books. Goose quills were used for pens, which the Teacher made and mended at least twice a day. The hours of teaching were somewhat longer than at present, and there was no recess. The number of Scholars varied from fifteen to thirty, and School was kept open from eight to ten months in the year, with a Saturday vacation every two weeks. Teachers, after having taught School for some months, underwent a pretty thorough oral examination by the District Board of Education, and were granted Certificates—either First, Second, or Third Class, according to their merits, real or supposed. They had the Government grant apportioned to them according to their standing. Mr. Donald Currie, in the School Section west of me, drew annually about One Hundred and Twenty dollars ($120) on the ground of his

high qualification, as well as his teaching Latin. In his School, the Reverend Archibald Currie and the late Sheriff McKellar had their early training. My share in the grant was Eighty dollars ($80). Seven Teachers and one School Superintendent were educated in my School. Mr. Benson in the School Section east of me drew about Fifty dollars ($50). He was a very efficient Teacher. In 1837 the Upper Canada Parliament stopped the supplies, and the Government paid the Teachers with promissory notes, payable a year after date, with 6 per cent. interest. The note was paid by Mr. John Harris, Treasurer, London, on walking 20 to 40 miles for it. The Government Grant was what the Teacher mainly depended on for cash. The rest of his pay, which varied from $10 to $16 a month, Government Grant included, was mostly paid in "kind," and very hard to collect at that.

Early Schools in the Township of Montague.

The Township of Montague, bordering on the Rideau River, was surveyed in 1774 by Mr. William Fortune.

In 1802 the settlers numbered about ninety, and then, soon afterwards, the education of the youth commenced.

In 1804, a school was opened in Montague, Lot 20, Concession 2, under Mr. Jesse McIntyre. It was taught in his own house. Afterwards a School House was built on Lot 24, and in it other teachers were engaged and taught, but whose names have been forgotten.

In 1815, immigrants were arriving and took up farms on what was known as "The Settlement of the Rideau." Here and there a School was opened as the number of settlers increased.

School in the Township of Uxbridge.

The School Inspector writes: The first School established in the Township of Uxbridge was in 1817.

First Schools in the Township of Madoc, 1830.

Mr. Frederick E. Seymour, of Madoc, in a letter to the Editor of the Documentary History of Education, says:

The first School ever taught in the Township of Madoc was at a spot about two miles from the Village of that name—now known as O'Hara's School House, or School Section Number Two. The first Teacher was Mr. George Ryan, who began to teach in 1830. He was succeeded by a Mr. Jeremiah Vankleek. A private School was taught in 1837 by Miss Davis. In the Public School I think that there was a considerable hiatus between these two Teachers and the next that came. From about 1838, at intervals, for seven or eight years, a School was kept up in this Village by private subscriptions, of which Miss Emeline Olmsted, an American, was the Teacher. In the meantime a School House had been built, and for a time—less than a year—a Teacher named Mr. Duncan Cameron was employed. He was a young man of some education and culture, as I remember, although I was not one of his pupils. After his departure, Miss Olmsted kept the School open for several terms gratuitously.

In 1842, Miss Olmsted re-opened the School in a Log House owned by Mr. Percival Seymour and continued to teach in it until 1844, when a Public School was opened, the first Teacher being Mr. Donald Cameron. The School Books used were, for the most part, American.

The school in Bancroft Village is of recent origin. It was established as a Public School about 1870 or 1871, and was one of two Schools in what was then known as Union School Section Number Two in Faraday and the adjoining Township.

THE SCHOOLS IN WEST GWILLIMBURY TOWNSHIP.

Miss Susan Flynn, a Teacher, writes:

I began teaching, (at the age of Fourteen), in West Gwillimbury, Allen's Corner, Bogart Town, Union Street, David Town, and Paterson's Corner. In describing one School Room it is describing them all. The School Houses were generally Log Buildings 16 feet by 20 feet, with a large open fire place, and some stones for Andirons. Two or three small windows were in the sides, consisting of about six panes each. For desks, we had slanted boards, generally round three sides of the Room. The seats were composed of slabs, with auger holes bored in them for the feet, which were round sticks, cut and trimmed to the proper size. The Teacher generally sat in a corner at the desk, while setting Copies and making and mending pens.

The books we used were Primers, of which I forget the names, but we used Mavor's and Carpenter's Spelling Books; Walkingame's and Bonnycastle's Arithmetic; and Murray's Grammar. As well as I can remember, the children were very simple and very, very good, kind, respectful, obedient and attentive—although many were much older than I was. Ah, those were happy days!

As to remuneration, the people signed an agreement, paying me a dollar for each child for three months, with board, and without it, one dollar and a quarter. But, as I was handy at cutting out the children's clothes, and was a good sewer at plain and fancy needle work, I was always a welcome guest, and was invariably treated as one of the family.

On Thursdays, a Boy or Girl would often come up to me and say, "Please Teacher, will you come to our House?" "Yes," I would respond. Next afternoon, near four o'clock, you would hear "Whoa!" and a pair of oxen and sled, filled with straw and a couple of quilts, into which as many of us packed as could get in. Oh! it was grand fun, such rides!

ESTABLISHMENT OF SCHOOLS IN THE TOWNSHIP OF VAUGHAN, 1858.

At a meeting of the Council of Vaughan in 1858, it was:

Resolved, That it is highly desirable to increase the efficiency of the Common Schools of the Township of Vaughan, by aiding the Trustees in securing the services of the most competent Teachers by the offer of liberal salaries, and, for that purpose, the Treasurer of the Township be directed to pay to the Secretary-Treasurer of each School Section, within the Township, the sum of Ten pounds, (£10), out of the interest received, or receivable, on the 31st of December, on the securities, in which the money received from the Government from the Clergy Reserve Fund has been invested.

SCHOOL IN BERTIE TOWNSHIP, 1826.

A Correspondent writes to the Editor of this Volume:

A few miles from Lake Erie, in the Township of Bertie, in a quiet and retired spot, near a Concession Road, stands the plain and unadorned Place of Worship of the Society of Friends, and a little distance beyond, their School. On entering the latter I recognized in the Teacher my old friend, Mr. William Wilson. He had from twenty to thirty Boys and Girls round him, the children of the neighbouring Quaker families. The healthy, happy, cheerful and placid countenances of these young children it was delightful to look upon. . . . Opposite the School House and fastened to the boughs of lofty beech and maple trees . . . are placed two swings, made of the bark of the elm and basswood . . . one for the Boys and one for the Girls. I took a turn in one of these machines, was sent aloft in the air, and thought for a few minutes that I had gone back to the halcyon days of youth. It was quite exhilarating.

Conlin's School in East Whitby Township.

In School Section Number Four, in East Whitby, generally known as Conlin's School, we have a Flag, a Football, a Globe, and the pint, quart, and gallon measures. We have Maps of all the Countries of the Globe and the Provinces of Canada and the Map of the World. We have a Blackboard that stretches from one side of the School to the other, and two others on each side of the School. There are ten windows in it, and one over each Cloak Room door and one over the outside door. In the Summer the children bring plants and put them in the windows. We have quite large Cloak Rooms, with two lines of hooks on each side. We have a Library, and quite a number of Books in it. We have a Clock at the front of the School, and the pictures of King Edward VII. and Queen Victoria, and others. We have a Junior I. and a Senior I. Class, and a Junior and Senior Part II., a Junior and Senior II., a Junior and Senior III., a Junior and Senior IV. Class. We have had three Teachers since I went to School. We have quite large School-yards, with Maple Trees, and two Flower-beds at the east side of the School. There is a Poplar Tree on the north-east and north-west corners. There is an Elm Tree in front of the School that has been there for years.

My father went to the same School as I am in, and so did my grandfather, but it has been rebuilt since he went to school.

Florence Luke, *Pupil, aged ten.*

(I certify that this is the sole work of Florence Luke.—(Mrs.) Mary A. Luke.)

The Early Schools in the Township of Pickering.

The very first School in this Township, and probably in the Province of Upper Canada, was established at Dumbarton in the Township of Pickering in 1669-1670 by two Sulpician Missionaries (Trouve and Fenelon) who made a journey from Montreal up the Ottawa River and thence, via Lake Nipissing and French River, to the Georgian Bay, thence by Lake Simcoe, the Holland and Rouge Rivers to Lake Ontario. They were compelled by the Severe Winter to stop for several months at "Frenchman's Bay." They at once erected a School House and Mission and commenced the work of Education.

In our times a School House was built in 1836 at Salem Corners, Pickering. Mr. John Peacock was the first Teacher. He was succeeded by Miss Thompson. Mr. Ebenezer Birrell was one of the early Local School Superintendents. He was followed by Doctor David Tucker, B.A., an eminent classical Scholar, who edited works of Roman Authors. At Thornton's Corners a Teacher known throughout the Country as Master Moore (Mr. William F. Moore) conducted a School in 1839. The Reverend Doctor William Ormiston who was afterwards Vice Principal of the Toronto Normal School and subsequently a noted Divine, was one of his successors. Another noted successor of Master Moore was Mr. Abraham Lauder, afterwards Member of the Local Legislature for East Grey. In his days the School was very successful. In his later career he became Principal of the Central School at Oshawa. Mr. Lauder was succeeded by Mr. John Jessop, afterwards for many years Superintendent of Education for British Columbia. He in later days was followed by the Reverend Robert N. Thornton, now of Camden Town Presbyterian Church, England.

Pickering, April, 1910. The Secretary.

PART VIII.

ROMAN CATHOLIC SEPARATE SCHOOLS OF ONTARIO.

NOTE.—The term "Separate Schools" applies to Protestant and Coloured persons as well as to Roman Catholics; but this exception to the general Public School system is confined chiefly to Roman Catholics who desire to establish Separate Schools in localities where their supporters are sufficiently numerous to support one. The principle of these Schools is, that any Roman Catholic Ratepayer may elect to support a Separate School, and upon giving the prescribed notice he is exempted from the Public School Rates. These Schools are governed by Trustees who are elected by the supporters of such Schools, and are a Corporation with powers similar to those of other School Trustees. The Teachers are required to possess proper Certificates of Qualification, and the Schools share in the Legislative Grant in proportion to the attendance, and they are also subject to inspection by the Education Department: two Inspectors having been appointed for that purpose. In case of any disagreement between the Separate, or Public, School Corporations and the Municipal bodies, such dispute is subject to the arbitrament of the Minister of Education, with the right of appeal to the Lieutenant-Governor in Council.

Immediately after the union of the two Canadas—that is, in 1841, a Bill was introduced by Solicitor-General Day (subsequently Hon. Mr. Justice Day) into the united Parliament and passed, establishing common schools in each of the two Provinces, and authorizing the establishment of "Roman Catholic Separate Schools" in Upper Canada (in cases where the teacher of the public school was a Protestant and *vice versa*); and "Dissentient Schools" in Lower Canada (in cases where the teacher of the public school was a Roman Catholic and *vice versa*).

In 1842 it was considered desirable to supersede this Act by one more applicable to the circumstances and wants of each Province. A School Bill for each Province was accordingly passed by the Legislature. The "Separate" and "Dissentient" school provisions were, however, retained in each case.

THE SEPARATE SCHOOLS OF TORONTO.

Of the early Roman Catholic Teachers and Schools in Toronto it is difficult at the present day to obtain full and reliable information. The first Roman Catholic Teacher was Mr. John Harvey, who taught in an old Frame Building on Jarvis street, standing at the head of what was then called Nelson street. He taught about the year 1830. Then came Mr. Joseph Severs, who taught on York Street, between King and Richmond Streets. Mr. Butler, who was a ripe scholar, taught at the corner of Jordan and Melinda Streets. Afterwards Mr. Dennis Heffernan opened a Private School. In the year 1843 this School came under

the operation of the Separate School Law. The attendance was about forty, mostly Boys; the Girls were taught in another Room by the Teacher's Wife. The old fashioned method of teaching prevailed, and the Master had the reputation of being rather severe. He was, however, one of the ablest Teachers of his day in Mathematics, and was succeeded by Mr. Timothy McCarthy, also a clever Irish Mathematician, who had the position of Teacher until the year 1847. Next followed Mr. Taaffe, and after him Mr. O'Halloran, who taught the School until the coming of the Christian Brothers. One of the first Roman Catholic Classical Academies was opened by Mr. Patrick Lee, in a Brick School House on Jarvis Street, at the corner of Richmond Street, the Building to the South being a Commercial School taught by Mr. Higgins. Both of these Schools were started with the aid and encouragement of the Honourable John Elmsley, to whose zeal and liberal assistance early Roman Catholic Education in this City owes so much. Next followed Mr. Dussaul, in a house adjoining St. Michael's Palace, Church Street. In 1850 came the Reverend Father Molony, who kept the School on Queen Street until the arrival of the Basilian Fathers. In Toronto there are twenty-three Separate Schools, attended by 5,009 pupils, with a total Staff of 110 Teachers. Of late years great improvement has been made both in the School Houses and in their equipment. Roman Catholics have every reason to feel proud of their Schools. The most important School is that of the De La Salle Institute, where the higher Classes for Boys and Girls are taught. To the Curriculum of its Studies, which includes the same course as that of Collegiate Institutes, have lately been added Phonography, Typewriting and a thorough Commercial Course. The Pupils qualify for First and Second Class Certificates, also for University of Toronto Matriculation Examinations, and the success attending their efforts in the various Departmental Examinations proves that the work of preparation is carefully and thoroughly done. The standard of admission to the higher Classes of the Departmental Entrance Examination, for which pupils are prepared in the various Schools in the City, is strictly maintained. The success of the training here given is evidenced by the many responsible positions ably filled by the ex-Pupils. Among the other Schools in Toronto may be mentioned St. Paul's School, situated near the Church on Queen Street from which it derives its name. It is held in a large Brick Building, with accommodation for 600 Pupils, in charge of thirteen Teachers. St. Mary's School in the west part of the City consists of three Brick Buildings, with a seating capacity for 550 Pupils. Nor have the orphans been neglected. Their Home at Sunnyside has very fine School Rooms provided for them. In addition to these Primary Schools there are Central High Classes for Boys and Girls, who are admitted on passing a Written Examination corresponding to that for entrance to the High School. The Girls' division of these High Classes are taught by the Sisters of St. Joseph. In two of the districts recently annexed to the City provision has been made for School accommodation, two new four Room Brick School Houses having been erected, *videlicet*: St. John's School, East Toronto, and St. Clare School, Earlscourt. Both of these Schools are heated by Steam, and are provided with the latest system of Ventilation, etcetera, the former being considered one of the finest and best equipped Schools in the City. An addition of two Rooms each to St. Ann's School, Bolton Avenue, and St. Peter's School, Bathurst Street, are now in course of erection, and wherever the population requires it new School Houses are being erected. During the early part of the year a very fine property on Jarvis Street, South of Wellesley Street, was purchased as a Site for a High School, so as to provide better accommodation

than the present De La Salle Institute affords. The steady and rapid growth of Separate Schools, not only in Toronto but throughout Ontario, must indeed be highly gratifying to all friends of Roman Catholic Separate School Education.

TORONTO, May, 1910. J. G. HALL, *Assistant Secretary.*

NOTE. The foregoing sketch of Separate Schools in Toronto is taken from the "Jubilee Volume of the Diocese of Toronto and of Archbishop Walsh," edited in 1892 by the Reverend J. R. Teefy, B.A., C.S.B., Superior of St. Michael's College, Toronto, as is also the following sketch of the Christian Brothers:

THE COMMUNITY OF THE CHRISTIAN BROTHERS, TORONTO.

The Christian Brothers were first brought to Toronto in May, 1851, by Bishop de Charbonnel. Brother Patrick, who afterwards became one of the Assistants to the Superior General of the Whole Order, and whose death took place a year or so ago, introduced and established them in Toronto. St. Michael's School was the first opened, and in September of the same year two Classes were started in St. Paul's Church. St. Patrick's School followed in 1853 in a red Building on the eastern side of St. Patrick's market. It consisted of four Classes, two taught by the Brothers and two by the Sisters of Loretto. In the same year a School House, containing three Rooms, was built for St. Paul's Parish on the corner of Power and Queen Streets. St. Mary's School, Bathurst Street, was opened about 1854. These Schools have since been either very much enlarged, or replaced by new and superior Buildings erected to supply the increasing demands of various Parishes. The School for St. Paul's Parish, built twelve years ago, is a handsome, commodious Building; St. Mary's School House has also been very much enlarged and renovated; St. Helen's of Brockton has just completed a second superior Building for a School; St. Basil's Parish has two,—one on St. Vincent Street, and the other on Yonge Street, near the Roman Catholic Cemetery. Brother Patrick was succeeded by Brother Hugh, who first opened the Academy of the De La Salle in 1863 on Jarvis Street, which was intended for those who wished an advanced education in Commercial subjects, as well as for those who purposed entering afterwards upon a Classical Course, preparatory to Philosophy and Theology. The Academy proving very successful, it was determined to establish an Institution which would be an aid to the Separate Schools. The Bank of Upper Canada Building, on the corner of George and Duke Streets, was secured. By a strange turn of events, the land upon which the Bank stood was but reverting to a very kindred purpose—it having been donated by the Government to the Roman Catholic Bishop Macdonell for a Church, and was afterwards exchanged by him for ten acres outside of the City. The Pupils of the Academy were transferred to the Building on the 17th of March, 1870. In 1871 the energetic Brother Arnold, who was then at the head of the Institute, built a large addition to the old Building. The property is now vested in the Separate Schools Board, which also provided for Collegiate Institute work for Girls, by placing them under the care of the Sisters of St. Joseph.

Brother Arnold, who was the third Superior of the Order in Toronto, removed to Montreal, where he still continues the self-sacrificing work of education. To him succeeded Brother Tobias, under whose energy and government the Community of Toronto has grown into a separate province, which step was taken on May the 26th, 1888, when the Houses of the Order in Ontario were separated from the District of Montreal. On December the 27th, 1890, the Ontario

novitiate was opened at the De La Salle Institute. It comprises three departments, videlicet, a preparatory and a senior Novitiate and Scholasticate, the first under Brother Sulpicius, late Director of the Community of St. Catharines; the second under Brother Halward, who for many years had been Director of the Community of Kingston; and the third under Brother Edward, former Director of St. Patrick's Lyceum, Ottawa.

The new District of Toronto has already shown prosperity and development. Early in 1890 a new House was opened at Renfrew, and in the same year the Brothers took charge of St. Helen's School, Brockton. In 1891 Bishop Dowling, of Hamilton, established a House of the Community in that City. These Houses, and that of St. Catharines, founded in 1876, are the outgrowth of the zeal and devotion of an earnest and successful teaching religious order. Their rule, standing through two hundred years, is a proof of its wisdom, stability, and excellence; their religious life is a guarantee that they are Teachers of something more than mere Book learning, and gives them an insight into character which enables them to exercise a powerful influence in directing the mind and moulding the character of those under their charge.

TORONTO, March, 1910.

OTTAWA SEPARATE SCHOOLS, FROM THEIR BEGINNING TO THE PRESENT YEAR.

Separate Schools were established in Ottawa in February, 1856. The records from the year 1856 up to the year 1864 having been destroyed in a fire, no information for these years is obtainable.

The Separate School Board of 1864 was composed of the following: Reverend J. L. O'Connor, Chairman; Reverend F. Cooke, Dr. Riel, Messieurs Friolle, Goode, Proulx, O'Brien, and Albert, Trustees.

The following figures show the growth of the Schools:

Year	No. of Schools	No. of Teachers	Pupils	Year	No. of Schools	No. of Teachers	Pupils
1864	4	12	about 600	1896	19	99	4,950
1871	6	32	1,100	1899	21	105	5,250
1878	6	34	1,700	1900	21	111	5,550
1881	10	47	2,350	1904	22	117	5,850
1882	11	49	2,450	1906	23	123	6,150
1887	14	79	3,950	1908	26	147	7,870
1889	16	89	4,459	1910	29	156	8,923
1892	18	94	4,700				

The Clergy who have been actively connected with the Separate Schools are: Reverend J. L. O'Connor was Chairman of the Board for one term of three years; Reverend M. J. Whelan was Chairman of the Board for two terms: Reverend Father Cooke, Reverend Canon Campeau, and Reverend Canon G. Bouillon were trustees at different times.

Other Clergy who have taken a great interest in the Separate Schools but were not Trustees are: Reverend Monsignor Routhier, Reverend Canon McCarthy, Reverend Father Jacques, Reverend Canon Sloan, Reverend Father Murphy, Reverend Father Charlebois, Reverend Father Myrand, Reverend Father Conrad, Reverend Father Fitzgerald, Reverend Father Jeannette, Reverend Father Corbeil, and many others.

All the schools that have been built by the Board lately are built according to the most modern architecture, having all sanitary arrangements and improvements beneficial to the health of the pupils and teachers, and being well ventilated, lighted, and heated.

There are twenty-seven schools owned by the Board, and two rented, and all are built of either stone or brick.

The Board of 1910 is composed of eighteen trustees.

The teachers are all well qualified, and the full course of study outlined by the Department of Education is taught in all the Schools under the jurisdiction of this Board.

All the schools are provided with modern fire-escapes, and the pupils are obliged to take special exercises at least once a month, according to the rules of the School, and the Principal must report to the Board.

A. McNICOLL, *Secretary-Treasurer.*

THE SEPARATE SCHOOLS OF HAMILTON.

The first meeting for the establishment of Separate Schools in the City of Hamilton took place in the Fall of 1855. At a meeting convened by the Reverend Father Carayon a subscription was taken up among the parishioners of St. Mary's, for the Building of two Schools, one called St. Mary's, the other St. Patrick's. The Sites for both Schools were donated by the Right Reverend Vicar General Gordon. Three Trustees were elected for the management of these two Schools, and they were opened in the year 1856.

HAMILTON, 24th January, 1910. A. J. SEYES, *Secretary.*

THE SEPARATE SCHOOL OF DUNDAS.

DUNDAS Separate School was opened in September, 1858, by the Right Reverend Bishop Farrell of Hamilton.

The first Teacher who took charge of the School was Miss Sweeney, who held a First Class Normal School Certificate, with an experience of four years in the Public School of the Town, in which she gave great satisfaction, and which the following letter of recommendation from the Reverend Doctor will show:—

"I certify that Miss Sweeney taught the Senior Female Department of the Common School in Dundas from May, 1854, to August, 1858, during which period she gave much satisfaction.

"I believe her moral character to be unexceptionable, and can testify that she is a very superior Teacher."

DUNDAS, 1858. F. L. OSLER, *Grammar School Trustee.*

In a short time a male Teacher named Mr. Luney took charge of the Boys' Department, consisting of about sixty Pupils.

Miss Sweeney's Class numbered about one hundred Girls. She continued to teach until January, 1866. After a few months an Assistant Teacher was appointed in the Junior Division. Mr. Luney taught for a few years, and two, or three, other Teachers succeeded and continued until 1879, when the Sisters of St. Joseph took charge of the School, in which they still continue to teach.

The following are the Officers of the Roman Catholic Separate School Board in Dundas:—Mr. Joseph Hourigan, Chairman; Mr. Charles E. Brady, Secretary-Treasurer; the Reverend J. J. Feeny, Superintendent.

DUNDAS, January 24th, 1910. J. J. FEENY, *Pastor.*

THE SEPARATE SCHOOLS OF LONDON.

London Separate School was established in 1857, the same year as was Mount Hope Institute, under the superintendence of the Ladies of the Sacred Heart. The Sacred Heart Academy for young Ladies was then established. Bishop Pinsonneault was then resident Bishop.

We have to-day seven Separate Schools, twenty-two Class Rooms with twenty-two Teachers, eighteen of them are of the Sisters of St. Joseph and four of the Community of the Sacred Heart Order.

We have also one Academy with five Teachers, and about one hundred Pupils. In our other Schools as above we have seven hundred and fifty-eight Pupils on the School Roll. Those that pass at the Entrance Examination are on an average each year about fifty, or about seven per cent. of the number on the Roll. All of our School Houses are Brick and Stone, and are freehold.

LONDON, January 28th, 1910. M. O'SULLIVAN, *Secretary-Treasurer.*

THE SEPARATE SCHOOLS OF BRANTFORD.

While the interests of the Public School Pupils are well met, the Supporters of Separate Schools have also to be congratulated on the success with which they have conducted their system in this City. Two Separate Schools are in operation here, one in the North and the other in the East Ward. The Schools are taught by Sisters of the Order of Saint Joseph, and are under the control of a Separate School Board, elected by the Separate School Supporters of the City. The annual expenditure of the Board is about $3,000, of which $1,500 is for salaries. The plans for the erection of a new building to replace the present structure in the North Ward are well under way, and the assurance is given that the School will be handsome and modern in every respect.

The Separate Schools of Brantford are the outcome of a very humble beginning of sixty years ago. About the year 1850, or earlier, the Reverend Father Ryan established a School for the few Catholic children in his charge. Even the general system of education in Upper Canada at that time was crude and not well defined. Lack of method on the part of Teachers may be said to have been the prevailing method in vogue in many cases. The personality and degree of culture in each individual Teacher was the standard of education in those days, in the School in which he taught. One of the first Teachers in the School here was Mr. Joseph D'Astroph, a man of considerable culture, so tradition says, who for some seasons carried on the work with a good degree of success. Another Teacher, Mr. Jeremiah O'Leary, laboured earnestly for a time, and advanced his pupils very satisfactorily. Mr. G. P. Lannon is still remembered by several of the early Settlers as a Teacher of more than ordinary ability, with a special talent for figures based on the time-honoured Rule of Three. He had great faith in the birch branch as a promoter of knowledge. School accommodation in those days was not as well provided as now. The School House for a time was a cottage at the corner of Pearl and Waterloo Streets. Within a few years back it has been demolished to make room for a modern home. The gallery of the old Frame St. Basil's

Church was utilized as a School House for a time. About the year 1851 Separate Schools were authorized by law in the Province, and after that date a good step in advance was made. At the side of the Church was erected a Frame School House, with three large, airy Rooms, and the Pupils were taken charge of by the Sisters of Loretto; but, in a year or two, they moved to another field, and the Sisters of St. Joseph came and took their place. Since then these good women have devoted themselves earnestly to the cause of Separate School education in Brantford. Many of them have been Teachers of much more than ordinary education and talent, and they have educated a number of Pupils who became good citizens and successful men and women. About the years 1868-69 the Boys' higher departments were taught by a young man just entering the teaching profession, who later went to the West. This man was the man on whose appeal, a few years later, the question of the abolition of the Separate Schools in Manitoba was carried to the Privy Council of the Empire. We refer to Doctor J. K. Barrett, the present Chief Inspector of the Inland Revenue Department of Canada. Among the earlier Members of the Separate School Board here are found the names of many of the oldest Settlers. These men have all passed away, but many of their descendants are still Residents of the City. About the year 1875, the present St. Basil's School House was built, during the pastorate of the Reverend Father Bardou. This is to give place within the next year to a new and Modern Building. Twenty years ago the needs of the School required more accommodation, and the Reverend Father Lennon urged upon the School Board, of which he was Chairman, the wisdom of establishing a School in the east end of the City, and St. Joseph's School, at the Corner of Colborne and Brock Streets, was built. This School is still regarded as fairly modern in convenience and equipment, and will serve for a good many years to come. In all these years the Roman Catholic people of Brantford have displayed a high appreciation of the advantages of education, making no trifling sacrifice of their means in its behalf. They have had the satisfaction of seeing the Pupils of their Schools holding their place successfully with the best in the neighborhood. A fair number of them have become competent Teachers, and many others are capably holding good positions in Mechanical and commercial occupations, and others again carrying on the duties of domestic life for which they have been fitted. Just now a new step in advance is being taken which will add much to the facilities for the work of education among the Roman Catholic people of the City. Plans have been adopted by the Separate School Board for the building of a new and modern School House, which will provide adequate accommodation for a good many years to come. This will be accomplished without adding to the burden of taxes upon the supporters of the School, through a wise and thoughtful plan worked out between the Bishop of Hamilton, the Pastor of St. Basil's, and the Members of the School Board. There are at present over three hundred pupils in the Schools, looked after by six Teachers, which number will soon be increased.

BRANTFORD, May 3rd, 1910. N. B. SCHULER, *Secretary.*

In a Letter to the Editor of this Volume, the Writer says:

While the interests of the Public School Pupils are well met, the Supporters of Separate Schools have also to be congratulated on the success with which they have conducted their system in this City. Two Separate Schools are in operation here, one in the North and the other in the East Ward. The Schools are taught by Sisters of the Order of Saint Joseph, and are under the control of a Separate School Board, elected

by the Separate School Supporters of the City. The annual expenditure of the Board is about $3,000, of which $1,500 is for salaries. The plans for the erection of a new building to replace the present structure in the North Ward are well under way, and the assurance is given that the School will be handsome and modern in every respect

Separate Schools in the City of St. Catharines.

In the year 1856, the Very Reverend B. Grattan, who was then the Parish Priest and Dean of St. Catharines, decided that the Roman Catholic Population of the Town, and of the rural parts in its immediate vicinity, would warrant the establishment of a Separate School for the Roman Catholic children. Accordingly, after consultation with the members of his Congregation, he caused a notice of such intention to be given, under the provision of the School Act of 1850, which was then in force. A meeting of the Roman Catholic ratepayers was held on the 27th of January, 1857, and the necessary Resolutions for the establishing of the Separate School were passed. Three Trustees were also elected, namely, Messieurs Joseph Kelly, Hugh McKeown, and Daniel McGuire.

These Trustees at once, after their election, made arrangements for the purchase of a parcel of land on Church Street, and had plans of a School House made. They then entered into a Contract for the erection of a Brick School House on the lot purchased. They also arranged with the Religious Order of St. Joseph for a supply of Teachers.

In the following December five Sisters of the Order arrived here, established their Convent in the frame Dwelling house erected on the School property, and opened the School. As the new Brick School House was not then completed, the Girls were taught in the Convent Building, and the School Board rented a Frame House on Geneva Street, where the Boys were taught until the School House was ready. Four of the Sisters formed the Staff, namely: Sister Frances, who was the Reverend Superioress, Sisters de Chantal and Gertrude, who taught the Boys, and Sister Antoinette, who had the charge of the Girls.

In the following January the new School House was opened for Pupils. This consisted of four Rooms, two for Boys and two for Girls. The senior Boys' Class was in charge of a male Teacher, Mr. O'Brien, and the Girls and junior Boys in charge of the Sisters. The number of Pupils who attended at, or shortly after the opening of, this School was about Three hundred.

For some years this state of affairs continued, all the Separate School Scholars of the City being taught in this School building until about 1870, when the Very Reverend Dean Mulligan erected a small Frame Church in the Western portion of the City, near the Grand Trunk Railway Station, and this Building was used during the week as a School House for the children residing in that vicinity, the School being in charge of two Sisters of St. Joseph.

In the course of time, however, the School House on Church Street was found to be inadequate to meet the modern requirements, and to relieve the congestion a radical change was made. In the year 1874, the St. Joseph's Order acquired a Lot on the corner of Church and James Streets, and erected thereon a Convent. On this Lot was an old Frame House, and this House was removed to the rear of the Church property fronting on Lyman Street, and was put into thorough repair and remodelled so as to have two Rooms, which were used for some years as teaching Rooms for Girls, leaving the School on Church Street for the Boys.

In 1877, the Christian Brothers were engaged to teach the Boys, and, as the new Convent had before that time been completed and the Sisters had removed from the old Convent to their own Building, the Brothers took possession of the old Convent, which was remodelled to suit their requirements.

In the year 1887, the Separate School Board decided to erect new buildings for School purposes, which would be equal to anything in the City, and which would meet the requirements of the Separate School Supporters for many years to come. Debentures were issued, and sold, and with the proceeds thereof the Board was enabled to carry out its policy.

The School Building on Church Street was taken down, and in its place was erected a large, fine looking and substantial two Storey Brick School House, with a Residence for the Brothers attached, and is used entirely for Boys. The upper storey is used as an Assembly Room and Parish Hall. This building is known as St. Nicholas School.

In the same year a neat two roomed Brick School House was erected in the Western portion of the City, on a Lot opposite to the Church, after which the Church ceased to be used for school purposes. It was known as St. Mary's School.

In the following year, 1888, the old frame building on Lyman Street was removed, and a fine, new four Roomed Brick School House was erected on the Site. This is one of the best School Buildings in the City, and is known as St. Catharine's School.

All the School Houses are provided with modern Heating and Sanitary arrangements, and are fully equipped, as required by the School Regulations.

Shortly afterward, the Christian Brothers severed their connection with the Schools. For a few years thereafter a lay Teacher was engaged to teach the Senior Boys, and all the other Forms were placed in charge of the Sisters of St. Joseph. Four, or five, years ago the male Teacher was dispensed with, and since then the Sisters have had charge of all the classes.

The number of pupils now attending all the Separate Schools of the City is about 325, and the number of Teachers is Nine, all duly qualified according to the School Law.

ST. CATHARINES, January 21st, 1910. M. Y. KEATING, *Secretary-Treasurer.*

ESTABLISHMENT OF SEPARATE SCHOOLS IN ST. THOMAS.

In the late fifties the Reverend L. Bissey, Parish Priest, established a Separate School at a point near the Michigan Central Railway, facing Central Street, St. Thomas. The Teacher was Mr. O'Donnell.

The Board of Trustees were: St. George Ward, Mr. Thomas Moore, J.P., and Mr. James McCarthy; St. Patrick Ward, Mr. John Fanning and Mr. P. Murtagh; St. Andrew Ward, Mr. Charles Weiner and Mr. Patrick Burke.

This School was closed in the early sixties and the Building was sold.

Then the late Very Reverend Dean Flannery, in 1871, established a Separate School in the old Frame Church, and it was opened for the instruction of children in 1872, with Miss O'Leary, Senior, Head Teacher and Miss Marr Junior Teacher.

This School continued in operation until 1878, when the School House was destroyed by fire.

The late Doctor Flannery immediately erected a Brick School House, consisting of two Rooms, with a Dwelling House adjoining for the Sisters of St. Joseph, who have provided a teaching Staff from 1879 continuously to the present time.

The first Superioress was the Reverend Mother Bonaventure, and the first Teachers were Sister M. Bernard and Sister M. Celestine.

The present Staff have for Superioress the Reverend Mother Euphemia, and Sisters M. Genevieve, Principal; Sister M. Agatha, Sister M. Juliana, Sister M. F. Borgia. The Reverend Thomas West, School Superintendent. Mr. James Graney, Chairman of the Board. Its Members are Messieurs T. Hickey, C. F. Arlein, John Bietler, B. T. Coughlin, M. J. Rallis, John Conley, J. A. McNamara, P. Reath, James Graney, M. Dunn, J. C. King, and J. C. Gillan. Representative on the St. Thomas Board of Education, Mr. A. P. Conley. Representatives on Free Library Board, Messieurs J. Alexander Killingsworth and J. W. Regan. Assessment Commissioner and Secretary, Joseph P. Butler.

The first organized Board of Trustees were the late Very Reverend Doctor Flannery, Chairman; Messieurs Reath, Rollis, Corbett, Reath, Redmond, Doyle, and Strigel.

In 1897, the present substantial Convent was built for the exclusive use of the Teaching Sisters; and, in 1904, the Reverend Thomas West became Parish Priest, and extensive improvements were made to the School buildings, and at present we have quite a modern School in all its appointments, containing well equipped teaching Rooms, one Assembly Room, spacious corridors, a Library, Lavatories on both floors, all heated by low pressure steam. This School has proved by results one of the most effective Separate Schools in the Dominion.

St. Thomas, March, 1910. Joseph P. Butler, *Secretary.*

St. Mary's Separate School, Woodstock.

St. Mary's Separate School, Woodstock, was established in the year 1902. The School is one of the best in the Province. It is situated in the North-western part of the City, commanding a very fine view of the beautiful surrounding country.

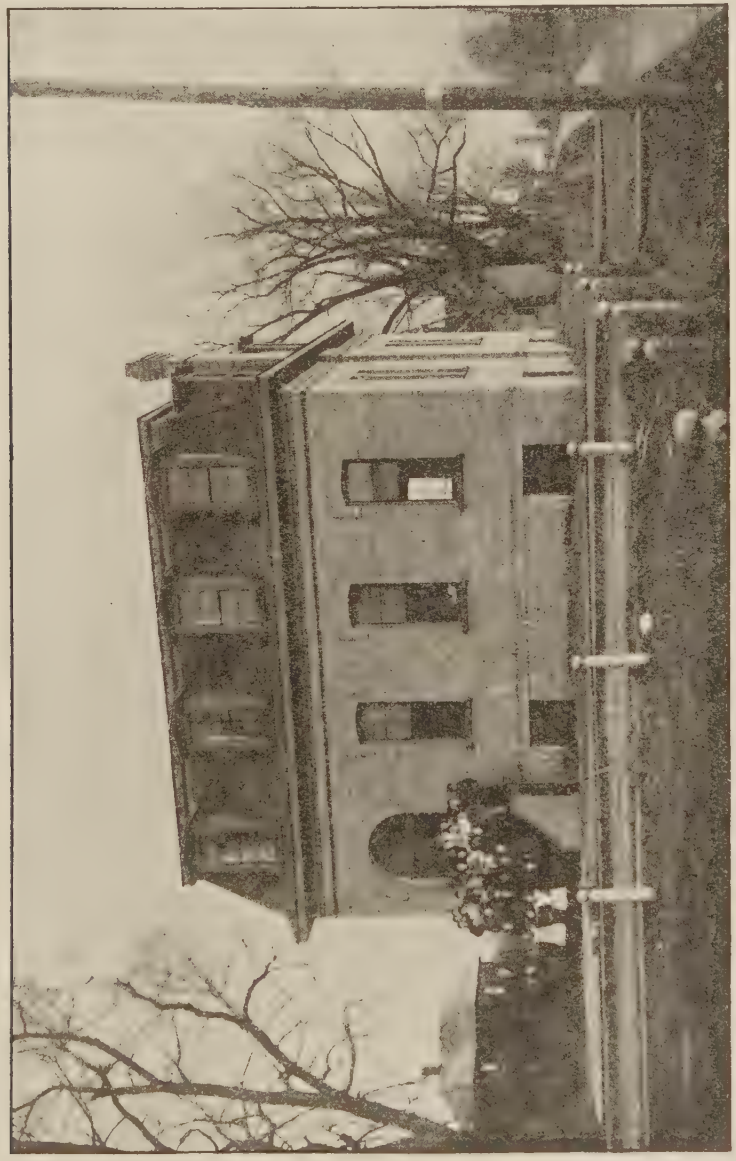
At present two Rooms are in use, but in a short time a third Room will be necessary. There is a large Auditorium attached to the School, where the Pupils hold their annual Commencement Exercises and a distribution of Medals and Premiums and other rewards to diligent and successful pupils is made. Another feature worthy of mention is the very excellent Library placed at the disposition of the Pupils.

The School Grounds are large, well kept, and shaded by beautiful Maple Trees. Good work has always been done in this School, and it is destined to do even a greater work in the future.

Woodstock, May 12th, 1910. George A. Connor, *Secretary-Treasurer.*

PRESTON SEPARATE SCHOOLS.

The Separate School of Preston was erected in the year 1889, under the following Trustees: Messieurs William Buchler, Chairman; George Haller, Secretary; M. Jaglowicz, B. Bauer, G. Dopp and Charles Bergmann. The School was



ROMAN CATHOLIC SEPARATE SCHOOL, PRESTON.

built of White Brick and contained but one room, the attendance being about thirty-five, but, owing to the gradual increase of pupils, now about 105, a second Room was found necessary. The upstairs was fully equipped by the Board for the purpose of a Class Room about five years ago. The School House, when it was

first built, cost about $2,000, but since that time the second Room was added, and a new Heating and Sewerage system was installed at a total cost of about $1,000.

The first teacher engaged by the Board was Miss M. Kelleher of Galt. When the new Room was added, Miss Seery, now Teacher in the High School of Penetanguishene was appointed Principal, with Miss M. Cooper as Teacher in the junior Room. The present Teachers are Miss Cummings and Miss A. Keenan.

The School has always made a very fine showing at the Entrance Examinations held yearly in Galt, and has proved a credit to its Teachers, Trustees and the Town. It is prettily situated on Duke Street in the eastern part of Preston, and is under no encumbrance.

The members of the present School Board are the Reverend Father Gehl, Chairman; Mr. Joseph Jansen, Secretary-Treasurer. The other members are Messieurs M. Rock, J. Rettinger, G. Winterhalt and M. Janz.

PRESTON, March 16th, 1910. JOSEPH JANSEN, *Secretary.*

THE SEPARATE SCHOOLS OF AMHERSTBURG.

AMHERSTBURG Separate School was first taught by the Sisters of St. Joseph, followed by the Grey Nuns. A French Lady, Madame Mercure, after the departure of the Sisters of St. Joseph, devoted her time, property, and all her energy to the Education of the Children. In 1865, the Sisters of the "Holy Names of Jesus and Mary" took up the work. Two Schools were opened, a Select School was taught by these Sisters, and the Parish School was conducted by Miss Alice Brown, in the former residence of Mademoiselle Mercure, the French Language was taught in all the Classes. One hundred and thirty Pupils were in attendance.

A Class for small Boys was begun in 1871, and later was removed to a School in the Convent Grounds.

The first Public Examination of Pupils was held in July, 1875, in presence of the Pastor, Inspector, and others. (These Examinations are held every year, and are satisfactory to all parties.)

The Corner Stone of new Parish School was laid in 1879, and St. Rose's School was then used for the first time.

The first visit was made by Mr. White, the Inspector, in May, 1882. (Every year, the Inspector visits the Schools twice, and has always reported favourably of the work done).

The Examinations for Entrance to the High School were held in July, 1887, for the first time. The Candidates were Misses Emma Meehan, Alida Wilcox, and Elizabeth Boismier. They were each successful, the last named obtaining the greatest number of marks in the Province of Ontario.

Pupils were so numerous in August, 1889, that the Entrance Class was removed to and was taught in the Convent.

For the first time the Pupils tried by Examination, in 1893, for a Commercial Certificate and for Third Class Certificates. Classes were graded in 1900, the Boys being taught with the Girls by the Sisters.

The Board of Separate School Trustees decided in 1901 that the French Language must be taught in each of the Schools.

A continuation Class was commenced in March, 1901.

An Examination for Part I., Junior Leaving Certificate, was held in August, 1901.

An Examination for Part II., Junior Leaving Certificate, was held in July, 1903.

Two Classes were opened in the Parish Hall in September, 1904.

Mr. Crowley's first Visit as Inspector of the Continuation Classes was made in October, 1906. He declared that the Continuation Classes were inferior to none in the Province.

AMHERSTBURG, March 15, 1910. THE SECRETARY.

THE PARIS SEPARATE SCHOOLS.

Paris Separate School was established for the first time in the Town in the year 1858. The Building was one formerly used as the first Catholic Church in the County of Brant. In attendance there were eighty-five pupils who were divided into two Classes and taught by two Nuns of the Community of the Sisters of St. Joseph, who have been in charge since that time.

SEPARATE SCHOOL, PARIS.

With many inconveniences to Teachers and Pupils, the Classes continued to be taught in the old Church Building until the year 1873, when a more suitable School House was provided. The present Bishop of Hamilton was in charge of this Mission in those early days, and it was mainly through his zealous efforts and generous assistance that the present School House was erected, and the Grounds enlarged and improved.

The first Separate School Inspector to visit it and report on the work done, was Mr. Cornelius Donovan. Through his efficient supervision much was accomplished. His successor in the Inspectorate was Mr. J. F. White, who is now Principal of the Ottawa Normal School.

PARIS, February, 1910. SISTERS OF SAINT JOSEPH.

The Separate Schools in Waterloo.

The Roman Catholic Separate School Board of Waterloo was organized towards the end of the year 1890, and opened the School in the Basement of the Church in January, 1891, with about sixty Pupils in attendance and two Teachers in the School of the Congregation of the School Sisters of Notre Dame. In 1896, a third Teacher became necessary, and a Convent was built in 1895 by the School Board, beside the Church. In 1905, a fine Brick four Roomed School House was built, at a cost of over $20,000 and provided with steam heating, ventilation and sanitary appliances. In 1907 a fourth Teacher was engaged. The School was, and is still, in charge of the School Sisters of Notre Dame, and keeps steadily growing with the growth of the Town, so that, in the near future, more accommodation will likely be required.

Waterloo, January 20th, 1910. Theodore Spete, *Secretary.*

St. Mary's Separate Schools.

St. Mary's Separate School House, a Building two storeys high, resting on a stone basement eight feet high, is situated at the north west corner of St. Paul and Ontario Streets. It is built of pressed brick, neatly and artistically trimmed with cut stone.

In the lower storey there are two Class Rooms, and in the upper storey one Class Room, a Teachers' Room, and a large Assembly Hall for public gatherings.

There are three entrances, large halls, stairways, and Cloak Rooms on each floor.

The Basement, which extends under the entire building, contains two large Play Rooms for Winter use, Lavatories, Teachers' Room, and a Room for the heating Boiler and Ventilating plant.

The interior finish of School Room is ash, the upper floors of maple, and the ceilings metal, while the floor of the Basement is cement.

This Building, which, exclusive of Site and equipment, cost $17,921, was begun in July, 1907, and the Corner Stone was laid by the Most Reverend Denis O'Connor, Archbishop of Toronto, on Sunday the 1st of September, 1907.

The School House is said to be one of the most beautiful and best equipped four Roomed School Buildings in the Province. It was opened on the 27th of April, 1908 , with an attendance of eighty-one Pupils under the direction of the Misses Howard.

St. Mary's, April, 1910. The Secretary.

The Chatham Separate Schools.

In 1849 the Reverend Father Jeffrey established the first Parochial School in Chatham, which was supported entirely by private funds. The first Teacher was Mr. Dennis Smith of Dublin, Ireland, an Ex-Dragoon. School was held in the first storey of an old Storehouse. This building stood on what is now the Market Square. The Teacher was in the habit of locking up the School at the noon hour, which evolved the following couplet from a budding poet, and is still remembered by some of the old Pupils:

"Old Dennis Smith the Dublin dragoon,
Locks up the old School House to save his old broom."

In a couple of years the School was transferred to a Log House in rear of the Roman Catholic Church, about where the present Cross and Jeffrey Streets now join, but which was at that time an open field. In 1858 a second storey was added to the Vestry of the old Church, where School was held until 1873, when the Reverend Father Boudin erected with church funds, at a cost of $9,000.00, a new Brick School House, which is still standing, and is at present used as a Parish Hall. In 1877 the School House was partially destroyed by fire, but was immediately rebuilt, there being enough insurance on the building to pay the cost of doing so.

The Building erected in 1873 was continued as a School until 1901, when the attendance became too large for the School Room, and the School Board of that time decided to build a new modern eight roomed School House, at a cost of $12,000.00, which each of the Inspectors, who have visited it, pronounce to be the peer of any in the Province, being complete in every particular, both as to architecture and equipment. The School has for some years been under the charge of the Ursuline Ladies, whose success as Teachers is so well known. Among the past Principals of the Separate School, besides Mr. Dennis Smith, already mentioned, were Mr. Gallagher, Mr. Augustin McDonnell, afterwards Provincial Land Surveyor, Mr. Culhane, Miss Fay, Miss Toller, Mr. Sullivan, Mr. Timothy McQueen, C. J. O'Neill, LL.D., Thomas O'Hagan, B.A., Mr. W. P. Killackey, Mr. Joseph P. Finn, Mr. Rogers and Mr. O'Mara.

Although some of the Ursuline Nuns have been assisting in teaching in the School since 1875, it was not until the expiry of Mr. O'Mara's term, 8 years ago, that they took entire charge of it, including the Principalship, and their good work since that time speaks for itself.

The present attendance of Pupils is over 300, and, in the not far distant future, another School House may have to be built, north of the River Thames.

This would, in all probability, have had to be done before this but for the fact that the Ursuline College takes care of a large number of the more advanced Girl pupils.

St. Joseph's Separate School in Chatham was erected in 1901, at a cost of $13,000. The previous School House was erected in 1873, in the same grounds where it now stands for a gymnasium and reading room, at a cost of $10,000.

CHATHAM, February 5th, 1910. J. A. DUNN, *Secretary.*

THE SARNIA SEPARATE SCHOOLS.

I find on looking up the record that the late Reverend Doctor Kilroy, then Parish Priest of Sarnia, took the necessary steps to organize a Separate School for this Town in January, 1867. All the necessary formalities were complied with and six Trustees were elected. We rented a Wooden Building on Christina Street, formerly used by the Public School Board as a Grammar School. In 1871. the Legislature passed an Act making all of the Schools in Ontario free. Consequently we found ourselves deprived of the monthly Fees from Scholars. We could not, therefore, carry on the School except by a special rate on the Dollar of our assessment. As we had not sufficient property assessable for that purpose, we were obliged to abandon the attempt for the time,—the average attendance of Pupils being fifty-two, and the receipts being something less than Five Hundred Dollars.

Some time later, in 1870, the Reverend Doctor Kilroy was promoted to Stratford Parish, and was replaced here by the Reverend R. Beausang, who, shortly

after coming, bought a large Building formerly used as a Hotel, near the Church, and, in the year 1871, took the necessary steps to reopen a Separate School for this Town. This School has been carried on continuously ever since by a rate on the Dollar of the same amount as levied for Public School purposes, gradually growing in efficiency and numbers until our average attendance is 215, and our yearly receipts for the year 1909, $2,632. The Board is now in possession of a large Brick School House in Ward Number Two, costing about Three Thousand Dollars, ($3,000), the debt being Two Thousand Dollars, ($2,000), and employing six Teachers.

I was elected a Trustee in 1872, and have acted continuously ever since as Secretary and Treasurer. It has always been a great struggle financially to make both ends meet, and keep out of debt, until the last few years, when our receipts became ample for the carrying on of the Schools.

SARNIA, January, 1910. D. McCART, *Secretary.*

STRATFORD SEPARATE SCHOOLS.

I have not been able to obtain any reliable information in regard to the establishment of Separate Schools in Stratford. Some of our residents think it was started in 1865 or 1866, and others in 1868 or 1869.

STRATFORD, January 17th, 1910. J. B. CAPITAIN, *Secretary.*

THE BERLIN SEPARATE SCHOOLS.

A Separate School was opened in Berlin as early as 1858, in a small Brick School House erected for that purpose, and was conducted by secular Teachers until 1874, when it was taken in charge by the School Sisters of Notre Dame. A new School House of two Rooms was then erected, and the former Building was changed into a residence for the Sisters. Two Teachers were appointed, and they began their labours with sixty Pupils in attendance.

Since then the increase of Pupils at the School has kept steady pace with the ever growing population of the Town. By the year 1880, the attendance had risen to 260, and a third Teacher was appointed. During the year 1888 the Building was enlarged and altered, so as to make a four-roomed School, and a fourth Teacher was then appointed. During the year 1892, the first School House, which had since the erection of the Second School House, in 1874, served many other useful purposes, was fitted up again to serve temporarily as a fifth Class Room.

During the Summer of 1897, a Wing was added to the School House, large enough, if need be, to make the whole a twelve Roomed School. The seventh Class was opened that year, and a large part of the new wing not needed immediately for Class Rooms served as a Hall.

In 1890, the Waterloo people withdrew from St. Mary's School in Berlin and organized a Separate School Section for themselves.

In 1901 St. Mary's School had eight Teachers, and 401 Pupils; in 1902 it had nine Teachers and 477 Pupils; in 1908 ten Teachers and 547 Pupils, and the record for 1909 was 603 Pupils and ten Teachers.

The equipment of the School is first class, according to the Inspector's report. The School Grounds are well kept.

BERLIN, January, 1910. WM. KLOEPFER, *Secretary.*

WALLACEBURG SEPARATE SCHOOL.

In the year 1877 the Reverend Father Grand, O.S.B., of Chatham, judged it expedient to open a Separate School for the children of his Congregation.

The first Separate School Board consisted of Messieurs Miles, McCurron, T. A. Lacroix, Peter Forhan and Thomas Forhan.

When this Board faced the problem of establishing a Separate School they found only thirty families to give financial support to the project, so the Pastor, the Reverend Father Grand, permitted the Church to be used as a School. Miss Josephine Lacroix was engaged as first Teacher, and opened the school in September, 1877, with thirty Pupils in attendance.

In the year 1879 a new Catholic Church was erected and the old one was given over entirely for school purposes. In 1882 the attendance had so increased as to necessitate the engaging of two Teachers, at which time a partition was made dividing the Building into two compartments. This last arrangement continued until 1905, when the present handsome Brick School House was completed.

The School was in charge of lady Teachers until September, 1906, when the Ursuline Sisters of Chatham were employed. There are now four Teachers engaged and 237 Pupils registered.

WALLACEBURG, January 22nd, 1910. M. J. BRADY, *Pastor.*

FOUNDATION AND DEVELOPMENT OF THE GALT SEPARATE SCHOOL.

The late Reverend J. Ryan, of Oakville, had served many years in the Diocese of Hamilton before coming to Galt.

When, at the request of the late Bishop Crinnon, he took charge of Galt, he found no Separate School. Considering the School the more necessary, he at once began to plan and work for the establishment.

At first he did not receive much encouragement. He told his people that all he wished them to do was to sign over their Public School Taxes to support the School and he would erect the School House at his own expense.

The School House was then built, a very neat structure indeed, being a small Frame Building of one Room; desks of rude make were put in, a Blackboard and some Maps were placed in position, and the School was opened in January, 1877, with Miss McCowell, of Hamilton, as Teacher. The first Board of Trustees were Mr. Joseph Wagner, Chairman, and Messieurs Thomas Bryan, James Skelly, Patrick White, J. Kelly, and J. Fitzgibbon.

At first the attendance was small, but as the months went on many new Pupils were enrolled, and the School progressed slowly but surely.

Early in January, 1880, Father Ryan's place was ably filled by the late Reverend Francis O'Reilly, of Oakville, who gave liberally of his time and attention to School work. It was about this time that the School sent up its first Candidate for the Entrance to the Collegiate Institute, in the person of David Feeny, and he passed very creditably.

During the late Reverend M. J. Maguire's pastorate, the School increased, and greater accommodation was needed. The old church Building was now fixed up and used as a School for many years, and the original School Building was converted into a Dwelling for the Caretaker.

While it was a School its roof was blown off by a violent wind storm, which damaged many fine new Buildings, etcetera. The only place procurable by the

Trustees was the old Market Building, and in it the School was carried on until the School House was properly repaired.

At this time the Board consisted of Messieurs E. McRadigan, Chairman; James McGagne, B. Maurer, James Skelly, O. Cooper, E. Barrett. Few Schools ever had more reliable men to act as Trustees. The Late Inspector Donovan considered Mr. E. McRadigan one of the best Chairmen in his Inspectorate.

About the year 1890 the late Reverend E. P. Steven became the Pastor. He gave his attention to the erection of a more suitable School House, and, as the result of his labours, a neat two-storey building of White Brick was built on Rose Street. It is well lighted, roomy, and easily heated. Only the lower Room is used at present for School purposes. The Upper Room is divided, one part being used as a Hall and the other as a Library.

There are at present seventy-five names enrolled on the School Register, and during the past Winter the attendance averaged sixty-five.

The following extract from Inspector Prendergast's Report of March, 1908, is added to this sketch:

Galt Separate School was established in 1877. Miss McCowell was the first, and has been the only, Teacher of the School. In these days when the Teacher's tenure of office is so often short, and sometimes uncertain, it is particularly pleasant to be able to refer to such a long period of continuous service. For thirty-one years Miss McCowell has trained the minds and moulded the characters of the Separate School Children of Galt. To-day she conducts this large ungraded School with all the enthusiasm and effectiveness of an ardent young Teacher fresh from the Training School. She has survived because she was fit.

GALT, March 10th, 1910. MARY T. MCCOWELL, *Teacher.*

The Roman Catholic Separate School on Rose Street is a neat Brick Structure, with accommodation for one hundred Pupils. It is presided over by Miss McCowell. The Separate School Board is composed of the following:

Mr. E. Sullivan, Chairman; the Reverend J. J. Craven, Secretary-Treasurer; and Messieurs L. J. Radigan, T. Barrett, T. Fleming, W. Downey, H. Stayley, R. McCruden, J. J. O'Neil, and J. Campbell.—Galt *Reformer.*

THE PICTON SEPARATE SCHOOL.

The Picton Separate School seems to have been established here about seventy, or seventy-five, years ago. It is possible that it was at first used for a Church. It was established by the Reverend Father Lawler. The land that the School House stands on was given to the Roman Catholics for the use of Church and School proper, and was to be used for no other purpose. The first School House was a Frame one, and was replaced by a substantial Brick Building about forty-five years ago. It was erected by the late Reverend Father John Brennan, and was called St. John's School. Some of the Teachers of fifty years ago, and since that time, were Messieurs Donelley, O'Donnell, Lynch, Furlong, Mourn and Newman, Miss Bella Shannon, and Miss Julia Mourn, and the present Teacher, Mrs. Minnie Goodman. In the early days of the School, a large number of Pupils of other denominations came to it. In 1863 the School was supported exclusively by those sending pupils to it.

PICTON, 21st January, 1910. D. J. GOODWIN, *Secretary.*

THE SEPARATE SCHOOLS IN GODERICH.

The first Separate School was opened in Goderich in 1852, by the Reverend J. Ryan, who was then Parish Priest here, and was held in the Basement of Father Ryan's Residence, and conducted during his time by two of his Nieces: Miss Ryan and Miss Kearney.

The Reverend Father Ryan was succeeded by the Reverend Father Ketcher as Parish Priest here, and a Master was then employed, who took sole charge of the School. The attendance was then about 25 to 30.

No Separate School existed here after that until 1873. In that year, under the pastorate of the Reverend Father Boubat, the present substantial and commodious Brick School House was erected for Convent and School, and it has ever since met the requirements of the Parish. In November of that year it was taken possession of by the Sisters of St. Joseph, from London, who are still in charge, doing most efficient work.

One of the Pupils of our earliest School became one of the Millionaires of Chicago. I met him several times, and can bear testimony to his exemplary character. Another Pupil of that day became the Senior Judge of this County.

GODERICH, March 7th, 1910. B. L. DOYLE, *Parish Priest.*

THE SEPARATE SCHOOL AT COBOURG.

The Separate School at Cobourg was first established in 1857. It was then held in a small Frame Building, 36x22, with one Teacher, and was situated on Ball Street. In 1860, a Lot was purchased adjoining it, and the School continued there until 1869, when a Brick School House of two storeys was erected, and two Teachers employed in the School. This continued until 1883, when the property was sold, and a new School Site was purchased on University Avenue, in the central portion of the Town. In September of that year, the Sisters of St Joseph from Toronto took charge at the School, with the staff of four Teachers. In 1890, various improvements were made in the School to bring the School Classes into a graded form. In 1903, the School was enlarged by an addition of 30x35 feet, and all the modern conveniences placed in it.

COBOURG, January 31st, 1910. J. B. MCCOLL, *Secretary.*

THE SEPARATE SCHOOLS OF BARRIE.

The first Separate School in Barrie was established by the Reverend Father Jamot about the end of 1855. The first Teacher was Mrs. Murphy. The School was conducted in a small Frame Building on the west side of Mulcaster Street, on which Site the Convent now stands.

In 1856 a Frame School House was built on the west end of the Church Lot, fronting on Mulcaster Street, and was used as a School with two Teachers after 1857 until December, 1872, when the old Frame Church was used as a School House.

Towards the end of the year 1857, the Reverend Father Jamot induced the Sisters of St. Joseph, Toronto, to establish a Mission in Barrie and take charge of the Separate School. He had the School Building on Mulcaster Street enlarged and furnished as a Convent for the Sisters.

The first Sisters sent to Barrie were the Reverend Mother Lawrence, Superioress, and Sisters Basil, Rose and Dominick. At first two Sisters were engaged in teaching, but soon a third one was required.

During the Summer of 1881 an addition was made to the North Side of the old School, 26x36 feet, and the old portion was renovated and new Seats and Desks introduced, at a cost of $1,100. In November, 1884, two acres of land, east of the School and Presbytery, was bought from the Church of England by the Very Reverend Dean O'Connor for the sum of $800. In the Spring of 1885, the Lot was cleared of stumps, levelled, fenced and seeded, and is now the School Site and Play Ground of the Separate School.

The Brick Convent, which was intended primarily as a Teachers' Residence, was built in 1885 by Mr. R. E. Fletcher, at a cost of $8,490.

A male Teacher as Head Master, in addition to the Sisters of St. Joseph, was engaged to take charge of the School in 1877. The first male Teacher was Mr. Francis J. Gillespie, who taught for six years, and was succeeded by Mr. William V. Lynet, of Belleville, who taught for two years. Mr. John Rogers became Head Master in 1883, and remained until 1895. Since that date the Sisters of St. Joseph have had sole control of the teaching in the Separate Schools.

In July, 1893, the present four-roomed School House was begun, and the School was opened in January, 1894. It cost between four and five thousand Dollars.

BARRIE, January 21st, 1910. WILLIAM CROSLAND, *Secretary-Treasurer.*

THE ORILLIA SEPARATE SCHOOLS.

The Separate School in Orillia was established during the pastorate of the Reverend John Synnott about the year 1857. From that year, an old Log School House on the Coldwater Road was used until the year 1880. The first Teachers were Messieurs O'Brien, Byrne, Finnegan and McGrath, each of whom taught one year. In 1861, Miss M. Regan took charge, and taught until about 1869, when Miss Baldwin succeeded her, and remained for two years. She was followed by Miss Collivan, who in turn was succeeded by Miss Boyle, and then by Miss Gorman, each of whom taught for two years. Miss Gorman's successor was Miss Overend, who then took charge of the School. At this time there were twenty-nine names on the Roll, with an attendance of about twelve. In the course of a very short time, the accommodation became quite inadequate, and a Lot was purchased by the late Venerable Archdeacon Campbell, on West Street, where a commodious Brick School House of two rooms was erected. In January, 1880, this new School House was opened, and, in March of the same year, an Assistant Teacher was engaged. At this time, there were one hundred and twenty Pupils on the School Register, with an attendance of one hundred. An addition of two Rooms was built, and opened with a Second Assistant Teacher in 1890. The School was carried on with three Teachers from this time until 1894, when a fourth Teacher was engaged. In 1904, these three Teachers were succeeded by three Sisters of St. Joseph, with Miss Overend as Principal. In 1908, Miss Overend resigned the Principalship, and was succeeded by Sister M. Alacoque, who still holds the position. There are at present one hundred and sixty Pupils on the School Roll, with four Teachers.

ORILLIA, 26th January, 1910. JAMES A. TRAYLING, *Secretary.*

ON THE ORILLIA SEPARATE SCHOOL.

Mr. Michael O'Brien, Inspector of Separate Schools, has made a very satisfactory report on the Orillia Separate School. In his "general remarks" the Inspector says:

"It is a real pleasure to visit this School, at least so far as it gives an opportunity of enjoying the work of the Teachers and Pupils. I rarely see a primary Teacher whose work is as much to my liking as Sister Bernard's, and I have not visited a Fourth Book Class this year which I thought quite as strong as Sister Alacoque's. Sister Adrienne and Sister Aurelia have been appointed since my last visit. I have every reason to think that they are quite capable of repairing the almost irreparable loss of the two excellent Teachers whom they replace."

In dealing with the various departments in detail, Inspector O'Brien says:

"The accommodation is not of the highest grade by any means, but almost every thing within reason is done to make the most of it. There should be ink wells in all the desks, and the Board should provide ink in large packages for the use of the whole School.

"The equipment is very satisfactory except as to reading matter. There should be a small library of suitably selected Books in every Class Room, some of the Books in complete sets for Class use, and some for circulation in the homes. A good start has been made. All equipment should be carefully catalogued and valued.

"The salary ($900 for the Staff) is the worst in my Inspectorate outside of Simcoe County, although the work done certainly ranks with the best.

"The results of the Entrance Examination are matter for congratulation, not only on account of the number who succeeded, but as well because of the excellent standing of the successful Candidates, which is an equally important matter. The organization is excellent, and the discipline and deportment are just what they should be—of a very high order."

ST. ANDREW'S SEPARATE SCHOOL, OAKVILLE.

The St. Andrew's Separate School was established in 1853. The Reverend Father Ryan, who is remembered as a zealous and progressive Priest, was then residing in Oakville. Partly by means of private subscriptions, and partly by his own donation, he erected a good two-storey frame School House, which is still in use as a Separate School House.

The attendance in the beginning was about eighty, varying much, however, from year to year.

The Sisters of St. Joseph, Hamilton, undertook the teaching, and a small community of three Sisters were sent to take charge of the School. These were Sisters Joseph, Dominick and Herman. After a period of twelve years, the Sisters were recalled to fill vacancies in more important missions, and their removal was greatly regretted. The influence of their lives upon the young, their labours about the Church, and care of the Sanctuary, their attention to the Sick and various other charitable works are still remembered and spoken of by the people. For the next ten years the care of the Separate School passed through the hands of five teachers successively. One of these was Captain Fitzgerald, a respected resident of Oakville, and the only way in which we can reconcile the life of a Schoolmaster with the Captain's ideal calling is that the School House is situated on the lake shore, and thus made a happy compromise between duty and pleasure for the Captain. The Sisters again took charge of the School about the year

1888, and continued to teach until 1896. Sister M. Emerentia and Sister M. Sebastian remained nearly all that time. Their work of teaching was very efficient, and the School made rapid progress, but for the same reason as the previous one, videlicet, shortage of Sisters at the Mother House, they were recalled, and the School has since been under the direction of lay Teachers.

The Oakville Separate School, while wanting in many things that pertain to the comfort of Teachers and Pupils, has been fortunate throughout its career in having the services of excellent Teachers, who not only had good qualifications, but loved their calling for the opportunity it gave them of doing good. This fact has been even more patent in recent years. Although the average attendance of pupils is now only about one-half what it was at the beginning, the proportion of its Pupils entering the High School each year is most creditable, and is gradually increasing, and the effect of good training is seen likewise in other respects, as also in the exemplary lives of many of the young people of the Parish. Last year six Pupils were sent to the High School Entrance Examination, and all passed. This was due to the skilful efforts of Miss Catharine M. Ryan, of Georgetown, the present Teacher, and is a sample of the work that has been carried on by her and her worthy predecessors for the last decade.

Much has been done during the last few years by the Members of the School Board to furnish the School House with modern conveniences. Mr. L. V. Cote, as Secretary of the School Board, has been active in this regard, and has instituted many moves for the advancement of the School. Messieurs Charles McDermott, John Hunt, Frederick Gill and P. Shaughnessy are co-labourers; and, undoubtedly, under their management the School will soon attain as creditable a standing in its equipment as it has enjoyed in its teaching efficiency.

OAKVILLE, 30th March, 1910. A. J. SAVAGE, *Secretary.*

THE SEPARATE SCHOOLS IN INGERSOLL.

A School was started here in Ingersoll about sixty years ago. Its Teacher was a Miss Craig, with an attendance of about twenty-five Pupils. The School House was an old Frame Building. From its erection until 1861, it was gradually enlarged. At that date the School Board found it necessary to furnish more commodious accommodation; again, with the steady growth of the supporters of the School, the School House was again enlarged in 1865. In 1870, under Mr. F. Bayaro, the present fine Brick School House was built. Again in 1880, with the Reverend Mr. Boubat as Pastor, the Sisters of St. Joseph were engaged to take charge of the School, and they are still looking after its interests. The present attendance is eighty-four Pupils.

INGERSOLL, March 18th, 1910. THOMAS I. FORD, *Secretary.*

SEPARATE SCHOOLS IN OSHAWA AND WHITBY.

The Roman Catholic Priest of Oshawa and Whitby sends the following sketch:

The first Roman Catholic School was established in Oshawa by the late Reverend Father Proulx in 1855. It was taught in the Sons of Temperance Hall until the Summer of 1858 by a Mr. Cullen. At the request of Father Proulx the Sisters of St. Joseph, of Toronto, formed a new Mission House in Oshawa, November, 1858, and permanently took charge of the School at the same time,

under the Principalship of the Reverend Mother Francis McCarthy as Superioress, assisted by Sister Aloysius Tuite. The Sisters taught first in the Sacristy of the Frame Church, (built by Father Kerwin, 1842). Because of the increase of Pupils they had later to remove the School to the body of the Church, where they continued to teach until they finally removed to the present Brick School House erected by Father Proulx, 1859, and enlarged by the Reverend J. J. McCann in 1874.

The Reverend Father Eugene O'Keefe, Parish Priest of Oshawa and Whitby, erected the first Roman Catholic Separate School in Whitby in 1861. The Site upon which it stands was purchased by his predecessor, the Reverend Father Proulx, in 1859.

M. CLINE, *Parish Priest.*

SKETCH OF THE PEMBROKE SEPARATE SCHOOL.

The Separate School of Pembroke was established in March, 1864, and a Class opened in April of same year by Mr. Richard Devlin, of Ottawa, at a salary of £75 a year, with an attendance of sixty children.

With the kind permission of the Reverend J. Gillie, Parish Priest, the Roman Catholic Church was used as a Class Room until the completion of the School House.

Subscriptions were raised to assist in the establishment of the School and a monthly fee of fifteen pence was imposed on Pupils. The fee was reduced to nine pence in 1868, and the School was made a Free School in 1870.

A two storey Brick School House, 28 by 42 feet, was erected on the parish property in the Township of Pembroke by Mr. Martin Downsley at a cost of £93 2s. 6d.

The first levy in support of the School was made in 1864 for £75, in 1865 $350, 1866 $450, 1867 and 1868 $500, etc. In 1868 the number of Pupils having so increased it was found necessary to provide more accommodation. The second storey of the building was finished and fitted up as a Class Room for Girls, and a Grey Nun was engaged at $200 a year to take charge of it.

The first supply of Maps was purchased in 1867 for $15, and $10 were expended for prizes.

The School Site was changed from the Township of Pembroke to its present location. The School Board secured two Lots for $1,400 in 1875, (in the then Village of Pembroke). A public meeting of the R. C. Separate School Supporters was held on 8th June, 1875. The change was approved, and the Board instructed to proceed with the construction of a suitable building. Plans were prepared by M. Gorman, and the Contract for a two storey Brick School House containing four Class Rooms awarded to Mr. Hugh Mooney at $3,000 and $200 for outbuildings.

In the absence of provisions in the School Act empowering the Separate School Board to borrow, arrangements were made with Mr. William O'Meara for a loan of $3,000 at 9% upon the security of a joint note signed by a number of the leading Supporters of the Separate School. This loan was paid off in three years.

The new School was opened in January, 1876, with four Teachers and 240 Pupils.

The old School House being built on land belonging to the Diocese of Ottawa was abandoned.

Mr. James Heenan was the first Chairman, a position which he retained until his death in 1872, and was succeeded by Mr. Francis Mooney. Mr. William Murray was Secretary-Treasurer from 1864 to 1875, when he was succeeded by Mr. A. J. Fortier, who still holds the office.

The lumbering Town of the Upper Ottawa having felt the need of more school accommodation for its growing population, an addition to the School House was constructed in 1884 by Mr. Walter Beatty at a cost of $2,500, and the staff was increased to six Teachers in 1885, with 366 Pupils. $4,000 were borrowed from the Loan Company at 7% to pay for the land and addition, and it was paid off in ten years. Two Teachers were added in 1887 and 1888, which completed the addition of 1884.

The School Inspector in his Reports for 1891 and 1895 stated that the Classes were overcrowded, and urged upon the School Board the necessity of providing additional accommodation. Steps were accordingly taken to construct a two-storey addition to the rear of the School House 40 by 50 feet, with Basement. A contract was awarded to Mr. Joseph Trottier for $3,000. The Building was completed for opening in January, 1896, with nine Teachers and an attendance of 489 Pupils, when a French Class was opened, requiring a Sister in the Junior Class to teach the rudiments of the French language.

A Loan was effected with the School of Mining and Agriculture for $3,600 at 5%, repayable in 20 annual instalments of $288.87 from January, 1896, to pay for new additions and the shingling of the old part ($250) and other repairs.

The upper part of the new addition was leased to the C. M. B. A. and C. O. F. at $40 a year each from July, 1896.

The tenth Class Room was furnished and opened in September, 1900. Total number of Pupils in attendance 543.

The Right Reverend Bishop Lorrain had new floors put in the Halls as a donation during the Summer Vacation of 1904, (for Supplementary Reading, costing $100 in 1905), and a new floor put in in the Boys' Junior Class Room.

Application was made to the Education Department to appoint a Bilingual Inspector to visit the School in December, 1905.

A System of Heating and Sewerage was installed in the Summer of 1906 at a cost of $2,200, with concrete Floor in the Basement, and other improvements, at an expense of $150. A loan of $2,200 was negotiated with Bishop Lorrain at 4½% interest, upon a Mortgage on the School Property.

Arrangements were made to lease the Hall, (heated, lighted and cared for at $60 each), to commence in January, 1906.

1907. Applied to Banks, Railways, etcetera, for shareholders' part of assessment. Succeeded in getting 33% from the Banks of Ottawa, Royal and Quebec, and 25% from Telephone, Electric Light and Telegraph Companies. The Railways refused. The increase in assessment enabled the Board to reduce its rate to that of the Public School Board.

1909. Had hardwood floors put in part of the second Class Room and other repairs to building, and also cement casing around the Basement Windows, etcetera.

The Parish Committee, through the Reverend Father Warnock, contributed nearly $500 as proceeds of Entertainments, which amount was expended on Library Equipment, etcetera.

PEMBROKE, 1910. A. J. FORTIER, *Secretary-Treasurer.*

THE SEPARATE SCHOOL IN SAULT STE. MARIE.

The Establishment of the Roman Catholic Separate School of the Parish of the Sacred Heart, Sault Ste. Marie, Ontario.

The Origin of the Separate School of the Sacred Heart Parish is as follows: The Reverend Jean Francois Chambon, the Pastor, being desirous to secure for his Children the advantages of a good Christian Education, resolved in 1886 to open a School. The School used was the Sacristy adjoining his Church, and he was the Teacher himself, until the following year, when he was replaced in the same capacity by a Lady who taught the School during five years, two in the Sacristy and three in the present two Storey Brick School House. The number of Pupils in attendance, which was in the beginning about fifteen, is now Two Hundred and Eighty-Five, under the tuition of three Sisters of St. Joseph, and two young Ladies, occupying two Schools a mile distant one from the other.

SAULT STE. MARIE, February 26th, 1910. J. E. JONES, *Inspector.*

THE RENFREW SEPARATE SCHOOL.

On February the 15th, 1872, a meeting was held for the organization of a Roman Catholic Separate School in Renfrew. The Trustees chosen were Messieurs Felix Divine, James Cairney and Moses Hudon, the law then requiring only three Trustees. Classes met in the Basement of the Presbytery, with Miss Kate Costello as Teacher. Before the end of 1872, Mr. James Cairney resigned as Trustee, and Mr. J. W. Costello was elected in his stead. At that time Separate School Boards were obliged to collect their own Rates; also to give notice annually to the Municipal Clerk of the names of Separate School Supporters. The late Mr. Felix Divine was very active in the interests of the School in its early years, as his name is prominent in the Minutes as Chairman and Secretary-Treasurer of the School Board by turns. In the support of the School, voluntary subscriptions supplemented local taxation. At the annual Meeting of 1873, Mr. Moses Hudon was re-elected a Trustee and Mr. P. Divine Auditor. Mr. S. O'Gorman took Mr. P. Divine's place as Trustee in 1874, during which year Miss Hollinger acted as Teacher. In the same year the new Roman Catholic Church was occupied, and the School was removed from the Basement of the Presbytery into the old Church, where it remained until 1882, when a new School House was built on Lochiel Street,—the one occupied at present. In 1875 the membership of the Board was increased to six, the new Members elected being Messieurs. Alfred Plaunt, William Tierney, and Doctor A. Philion. The Reverend Father Rougier was appointed Local Superintendent. During the early part of 1875 Miss Hennessey, (now Mrs. B. Leacy, of Pembroke), taught in the School; but, in April of that year, a male Teacher, Mr. P. C. Murphy, was engaged, who remained for two years. Messieurs Frank Coulas and D. Pigeon were new men elected to the Board in 1876, Mr. S. O'Gorman becoming Chairman. In 1877, Messieurs Patrick Kelly, John McNamara, and Antoine Dinnie were elected on the Board. Mr. James Kearney was engaged as Teacher, and taught the School in the old Church for three years. Toward the close of the year, Mr. John Brousseau was elected Chairman. In 1878, Mr. Cornelius Enright was elected to the Board, and became its Secretary-Treasurer. Mr. Joseph Gravelle joined the Board in 1879, and Mr. John O'Connor, now of St. Thomas, N.D., was engaged as Teacher. During the year 1881 preparations were made for the erection of a new School

House, and six Lots forming the Site of the present School Building, were purchased. For the year 1882 Mr. Andrew Divine and Miss Morgan, (now Mrs. J. B. O'Brien), were engaged as Teachers; and this year the new School on Lochiel Street was erected. The next period in the history of the School was the erection of a Convent in 1886. The late Reverend Father Rougier wished to have the School in charge of Religious Teachers, the Girls in charge of Nuns, and the Boys under the tuition of the Christian Brothers. Father Rougier opened a private subscription, and soon had over $4,000 subscribed for the proposed Convent. The Site for the Convent was on part of the land owned by the Priest, and the Convent was ready for occupancy at the beginning of 1887. For some years previous to this time Mr. Richard Berry and Miss Morgan taught in the Separate School; and after Mr. Berry left, he was succeeded by Mr. Smith, but in 1887 the change came. The Girls were placed in charge of two Sisters of the Holy Cross in the Convent, and the Boys were taught in the Separate School by Mr. P. J. O'Dea and Miss Morgan until July, 1888, when Mr. O'Dea resigned and Mr. J. P. Taylor was appointed Principal of the Boys' School. In the year 1889 the Boys' School passed under the charge of the Christian Brothers, for whom a Residence was built adjoining the School. At the same time a High School Department for Girls was opened in the Convent, until the death of the Reverend Father Rougier in 1893, when it was abolished and the Convent School passed under the jurisdiction of the Board of Trustees. The Christian Brothers continued in charge of the Boys' School until June, 1896, when they withdrew, and Mr. C. C. Collins, of Guelph, was appointed Principal, with Miss Bradley and Miss Katie Fitzmaurice as his Assistants. He continued to teach until the time of his death, in May, 1902. Mr. William Ryder was Principal until July, 1904, when on the first of September of that year six Sisters were placed in charge of the Schools, two of them teaching the Senior Classes in the Separate School Building, and four of them in charge of the Juniors in the Convent, which system still continues. In recent years Messieurs Joseph Gravelle, J. K. Gorman, Arthur Gravelle, and C. J. Murphy have each held the office of Chairman for a longer, or shorter, term, the last named retiring at the close of 1907. Mr. P. J. O'Dea has been Secretary-Treasurer for the last nineteen years, succeeding the late Mr. James McCrea, who resigned in January, 1889. Most of the pioneers who were prominent in furthering the interests and welfare of the School in its early years have long since passed away, and only a few are now living who saw the School in its infancy and assisted to make it one of the educational institutions of the Town, as it is at the present time.—(Extract from a Local Newspaper, by Mr. J. E. Jones, Separate School Inspector.)

MATTAWA, February 26th, 1910.

THE SEPARATE SCHOOL AT SEAFORTH.

On October 31st, 1901, the Separate School Corporation of Trustees was organized. Preparations were made in Seaforth during 1901 to erect a School House, which should be finished by January 1st, 1902.

The School was duly opened in that month, with two qualified Teachers, who have been employed there ever since. The number of Pupils enrolled in the School during the first year was eighty-two, of whom eleven passed the Collegiate Institute Entrance Examination. Good work has been done in the School in this respect at every Collegiate Examination since.

The School House is a Brick Building, which cost $4,000. There are two Rooms in actual use as a School, and a large Hall, which may be converted into two other Rooms at any time, when it may be thought necessary to increase the School accommodation.

The School is well supplied with Maps, Blackboards, and other Furniture necessary for its success.

SEAFORTH, 20th January, 1910. P. CORCORAN, *Secretary.*

THE PARKHILL SEPARATE SCHOOL.

The Parkhill Separate School was established in January, 1868, for the Separate School Supporters of that Town, and those within the three-mile limit in the adjoining Townships of McGillivray and West Williams. A small Frame Building on Broadway Street, which was built early in the sixties on a Site given by the late Mr. Charles McKiennon, was used as a Church and School, until the new Church was built in 1875,* and a comfortable, new Brick School House was erected and opened in 1886. The late Mr. Charles McKiennon and the late Reverend Father Lamont were its Promoters. The first Teacher was Miss Mary Ann Donnelley, of the Township of McGillivray.

Quite a number of Ratepayers signed the Petition for establishing a Separate School. The present Separate School House in Parkhill is a commodious Brick Structure. The cost of building the School House was defrayed by private Subscriptions, made to the Reverend Father Corcoran, of Seaforth, to whom much credit is due. It was Father Corcoran who first levied for the Separate School the same Rate as that of the Public School Ratepayers in the same Section. This plan has proved very satisfactory to all parties.

PARKHILL, 20th January, 1910. JAMES PHELAN, *Secretary-Treasurer.*

THE SEPARATE SCHOOLS IN WINDSOR.

The Roman Catholic Separate School Board has three Schools, with a fourth one building. The present number of rooms are 16, and 16 Teachers; valued on the Assessment Roll at $48,000. A Collegiate Institute, valued at $50,000, with 10 Teachers. The first Separate School was established in 1904.

WINDSOR, August 12th, 1909. THE SECRETARY.

THE SEPARATE SCHOOL AT ARTHUR.

Separate School Section Number One, in Arthur Village, was formed in the year 1866, under the direction of the Reverend Father O'Shea, Parish Priest. The first Trustees were Messieurs Cornelius O'Callaghan, Garrett Cavanagh, and James Malone. The first Teacher employed was Miss McGeehan, followed by Madame Herrington, and Mr. M. J. Byrne. The School was held in a Log Dwelling House owned by Mr. Patrick Dreak, situated in the north end of the Village, near the Site of the present High School. It was used as a School House until the year 1871, when a Frame School House was erected near the old Roman Catholic Church. About this date the Sisters of St. Joseph were engaged as

*Mr. A. H. Fairchild, Principal of the High School at Parkhill, writes to the Editor of this Volume as follows: "Mr. Thomas T. McGuigan was employed as a Teacher of the Separate Schools in 1880 and Mr. J. J. Madden in 1881. In 1886 Mrs. Gough was appointed a Teacher, and was succeeded by Miss Lavin, and she by Miss Tillie Dean."

Teachers, and are still persevering in the good work. Upon the completion of the new Church, in the year 1879, the old Church was fitted up and used for School purposes until the year 1884, when the present large Brick four roomed School House was erected, under the direction of our present Parish Priest, the Reverend Father Doherty.

ARTHUR, January 20th, 1910. JOHN MCDONALD, *Secretary-Treasurer.*

THE SEPARATE SCHOOL AT ALMONTE.

The Almonte Roman Catholic Separate School House was built in the year 1873. Its erection was chiefly due to the zealous work of the Reverend Father Faure, who was Pastor of the Parish of St. Mary's, (Town of Almonte), at that time. The Building, which was two Storeys high, was erected on the Church Property, and is situated on the east side of Brea Street, in the Town of Almonte. The first Separate School Board was elected in November, 1873, and was as follows: Messieurs John O'Reilly, Richard Driscoll, Almonte; Thomas Foley, Ramsay, Trustees. At the first School Board Meeting a large sized Bell was secured and placed in the Belfry, and other School requisites were obtained. Some years after the erection of the School House an addition was built to the east side of it. The following is a List of the early Teachers in the School: Messieurs Culhene, Dowdall, O'Day, Barrett, Doherty, and W. A. Smith; Lady Teachers, Miss Morrow and Miss Haley.

ALMONTE, January 26th, 1910. EDMUND P. DOWDALL.

THE SEPARATE SCHOOL AT PERTH.

The Perth Separate School was established in 1856. From 1856 until 1892 it was conducted by three Secular Teachers.

In 1892 it was placed in the hands of the Sisters of the House of Providence, and from that time until the present has been conducted by four of their Teachers.

PERTH, February 17th, 1910. J. LEE, *Secretary.*

THE SEPARATE SCHOOL AT TILBURY.

The Separate School of this Town was erected about the year 1898 or 1890, and was as large as the Public School, having a Staff of four Teachers, and doing good work in all of its Departments.—(Extract from the Sketch of the Tilbury Public Schools by Mr. J. Ferguson, Secretary-Treasurer, January, 1910.)

THE SEPARATE SCHOOL AT PETERBOROUGH.

In 1852, the Roman Catholics established the first Separate School, on the corner of Simcoe and Aylmer Streets, Peterborough, and engaged me to teach the School, at a salary of sixty pounds per annum, with dwelling house and fuel added. I had, however, one hundred and thirty pupils on the roll, which involved hard work; so that I went back to the country again by choice. I taught one year in Peterborough. In the log buildings I had no Maps or other Apparatus.

PETERBOROUGH, 1909. D. SULLIVAN.

THE PORT DALHOUSIE SEPARATE SCHOOL.

The first Separate School established in Port Dalhousie was formed shortly after Confederation, during the time of the Late Very Reverend Dean Mulligan. The Building then used as a School House has since been torn down, and the old Public School House was purchased at the time that the new Public School House was built. This Building is still in use, although at the present time plans are being prepared to replace it with a more modern building. The teaching staff at the Separate School is composed of two Sisters of St. Joseph.

PORT DALHOUSIE, 1909. THE SECRETARY.

THE SEPARATE SCHOOLS AT BELLEVILLE.

In 1860 there were two Roman Catholic Separate Schools, both of which are situated on John Street. The boys are taught by Mr. Michael O'Dempsey; the girls are under the care of the Sisters of Loretto. Rev. M. Brennan, James Grant, and Peter Farley, Trustees.

BELLEVILLE, 1909. THE SECRETARY.

THE SEPARATE SCHOOL IN ALEXANDRIA.

In February, of the Year 1856, the Reverend Mother Mary of the Seven Dolors, Foundress and Superioress General of the Congregation, opened Classes for Girls in Alexandria on the 17th of the same Month. In September of that year they moved into a House built by the Parish on the present Convent property, to which was given the name of the Convent of St. Margaret of Scotland. The late Reverend Doctor Chisholm added two Buildings of moderate dimensions, which served for School purposes until the time of the Reverend John S. O'Connor, who, in 1870, rebuilt and enlarged the Main School Building. In the course of time the School accommodation became inadequate to the demands of the ever-increasing number of Pupils, and to meet the want the present spacious and beautiful School House was erected, under the direction of the late Bishop. To-day it stands, the result of fifty years' devotion to Education, a memorial to the late Bishop's unremitting attention to his Children, and to the devoted zeal of the good Sisters, who seconded his every effort, and who deserve the gratitude of the people, whose Children have reaped the benefits of their fostering care and education.

In September, 1905, the Sisters, who heretofore had charge of the Girls only, took charge also of the Boys. The new Alexandria School, which was completed at this time, and which replaces the familiar old Brick School House, built by the Reverend Doctor Chisholm, accommodates the Senior Classes, while the Convent Building, besides being the Residence of the Sisters, accommodates the Junior Classes. The records show in 1856 an attendance of ninety Pupils. To-day there are 600 on the Roll of the School. Fifteen Sisters carry on the educational work at the present time, which was commenced by two in 1856. In 55 years 100 Sisters have been stationed in St. Margaret's, of whom 66 are now living. If the youth of Alexandria be noted for virtue and refinement, the credit is largely due to the excellent and painstaking Teachers and Members of the Congregation of the Holy Cross.

ALEXANDRIA, February 8th, 1910. A. G. F. MACDONALD, *Secretary.*

The Separate School at Rockland.

About the year 1890 the Roman Catholics established a Separate School in Rockland, and erected a Roman Catholic Separate School House, which has been enlarged twice since that date; one in East Rockland.

Rockland, January 13th, 1909. W. T. Erskine, *Secretary.*

The Principal Separate School of Rockland (in connection with the Convent) was established in 1890, soon after the incorporation of Rockland; the Separate School in East Rockland some years later.

Russell, February 26th, 1910. W. J. Summerby, *Inspector.*

Separate Schools in Trenton.

About 1862, there was established a Separate School, mainly through the efforts of the Reverend Henry Brettargh, the Parish Priest, who is still living near Kendal, England. The School House was originally a Frame Building, erected east of the present School, on the south side of King Street, in the Roman Catholic Church Grounds. This was replaced by a larger Brick School House, in same Grounds, and about 1885 this was enlarged to a two Storey Building, with a large Hall in the upper Storey. Adjoining thereto is a Brick Convent Building, which at present trains the Teachers for the Separate School.

Among the early Teachers of the Separate School were Doctor Ferguson, Messieurs O'Flynn, — Meagher, — Moran, — McGurn, and Doctor O'Hagan.

Trenton, May 16th, 1910. S. J. Young.

The Separate School at Thorold.

The Thorold Separate School was established in 1851. It has a large attendance, and is taught by the Sisters of St. Joseph, who are legally qualified as Teachers.

Thorold, December 31st, 1909. D. E. Millar.

The Hawkesbury Separate School.

The Roman Catholic Separate School of Hawkesbury was established in 1890, and is under the Charge of Religious Teachers.

Russell, February, 1910. W. J. Summerby, *Inspector.*

The Separate School at Haileybury.

In 1908, a Separate School was organized, and a frame School House built, in Haileybury.

Haileybury, December 31st, 1909. P. A. Cobbold, *Secretary.*

The Separate School at Casselman.

The Roman Catholic Separate School at Casselman, under charge of the Grey Nuns, is attended by probably nine-tenths of the Children of the Village. It was established in 1888, the year before the incorporation of the Village.

Russell, February 26th, 1910. W. J. Summerby, *Inspector.*

The Separate School, Rainy River.

The establishment of the Separate School of Rainy River dates from December the 12th, 1903.

The first trustees elected at a meeting of the ratepayers, for the purpose of forming a Separate School, were as follows: Messieur J. B. Proteau, (President), Francis Hogan, Patrick Gorman, Michael Byrnes, Maurice Enright and Joseph Charpentier. In 1904 the Reverend Father St. Amand was appointed secretary-treasurer.

The old Church was purchased for the sum of $800 to be used as a School House, and Classes were opened in March, 1904, with an attendance of a number of pupils.

In 1906 more extensive grounds were procured across the track of the C. N. Railway, and the School House was removed there. At present there is not sufficient accommodation for the ever increasing attendance, and funds are being raised for the erection of a larger and more up to date building on a convenient and well selected Site on First Street.

The Separate Schools of Fort Frances.

On the 27th of January, 1904, the first Separate School Board of Fort Frances was constituted, with Mr. James Harty as Chairman of the School Board, and Mr. J. S. Dubois as its Secretary-Treasurer.

The opening of the School was obstructed by many difficulties, and it was only on September 12th, 1904, that the Separate School of Fort Frances was formally opened in the Roman Catholic Church of the place. Miss A. Boileau was the first Teacher appointed for the School, and she taught it from September the 12th, 1904, to June the 24th, 1905. On the first day of the School opening twenty-eight Children were registered.

In the Summer of 1905 two Lots were bought on Nelson Street, and a Frame School House, thirty-six feet by twenty-six feet, was built.

As the Separate School Supporters were already paying their share of the Debentures for the Public School, no Debentures were sold for this School, but it depended on extraordinary means (Socials, Collections, etcetera), to pay at least the Interest on the Separate School, Two Thousand Three Hundred Dollars, Debt contracted. The School House cost Fifteen Hundred Dollars, and the two Lots Eight Hundred Dollars.

Two Benedictine Nuns from Duluth, Minnesota, came to teach in September, 1905, and they commenced teaching in the New School House on September the 24th, 1905, with forty Pupils. These Teachers taught in our School for three years, to the satisfaction of every one, as appears by the Reports of the different Inspectors.

However, owing to the Department of Education at Toronto being no longer in favor of giving Temporary Permits to teach, the Benedictine Nuns notified the Board in August, 1908, that they would not return.

As we had to obtain from Eastern Ontario a qualified Teacher, it was too late to secure one for that year, and we got a Teacher from the State of Minnesota, with a First Grade Certificate—Miss Mary Driscoll—who came from Willow River, Minnesota, and taught in our School from September the 1st, 1908, to June, 1909, and gave full satisfaction to the Parents and Pupils.

Our Inspector, Mr. J. E. Jones, thought that we ought to try to get a legally qualified Teacher, and we were fortunate enough to secure the Services of Miss Gretta Fahey from Dundas, Ontario, who is the holder of a Second Class Certificate from the Normal School of Hamilton.

We have now forty-eight Pupils registered, and have every reason to be satisfied with our School. Two of the Pupils already passed the Entrance Examination, videlicit, Miss T. Fitzpatrick and Mr. E. Law. We expect that two, or three, others will be successful at the end of this year.

Of course, our School has many drawbacks with which to contend. We are on the Border Line, and our Population, which is made up of many Nationalities, (English, French, Half-Breeds, etcetera), is rather floating. Then, again, the Parents are, as a rule, poor, and sometimes they take their children from School to help them at Home, or to look after the House, while they go into the Bush for a part of the year.

We have also to struggle for the financial part of our expenses, because our Supporters are few, and not holders of much valuable property, and also because we get nothing from the Companies, or Public Utilities. We have, then, to resort to extraordinary means to raise money, and even to interest outsiders in our work.

FORT FRANCES, February 8th, 1910. F. COSTION, *Secretary-Treasurer.*

FORT WILLIAM SEPARATE SCHOOL.

On April 10th, 1901, the necessary Separate School organization meeting was held, and a motion was carried unanimously declaring that it was the wish of the Roman Catholic Ratepayers to establish a Separate School in the Town of Fort William.

Following this Resolution came the election of two Trustees for each of the Four Wards of the Town, as follows: Messieurs Patrick Lovell and James McGurie, for Ward I.; Messieurs Thomas P. Kelly and Joseph C. McDonald, for Ward II.; Messieurs W. H. Whalen and John Carney, for Ward III.; Mr. John J. Flanagan and the Reverend L. Arpin, for Ward IV.

The Board took active steps towards the erection of a School House, and Plans and Specifications were prepared for a six roomed Brick School House.

The contract for this School House was awarded in July, and the building was completed in the early Autumn of the same year, at a cost of approximately Twelve Thousand Dollars ($12,000.00), exclusive of the cost of the School Site.

Two Class Rooms were used during the first three or four months, and it then became necessary to open a third room.

FORT WILLIAM, March 7th, 1910. W. K. O'DONNELL, *Secretary-Treasurer.*

KEEWATIN SEPARATE SCHOOL.

The Keewatin Roman Catholic Separate School was established on the 23rd of April, 1894, with Messieurs E. Desmarais, D. Dupuis, and P. McGrath as Trustees. A new School House was erected in the Summer of 1898, at the cost of $3,200, including Site, School Ground, and Furniture. Previous to this date the Vestry of the Roman Catholic Church was used as a School House.

KEEWATIN, May 20, 1910. D. DUPUIS, *Secretary-Treasurer.*

THE SEPARATE SCHOOL AT STEELTON.

Steelton Separate School was started as a Rural School in January, 1903, with two Teachers, and in September of the same year, with three Teachers, until July, 1904, having an attendance of about 150 Children,—French, English, and Italian. On August the 9th, 1904, the Rural School Board of Trustees was duly elected for a Town's School Section, formed with part of West Sault Ste. Marie and Steelton. The Trustees from 1904 to 1908 employed four Teachers, on account of the number of Children increasing every year. For the same reason five Teachers have been teaching in this School since last year, and a sixth Teacher may be necessary for next year.

STEELTON, January 24th, 1910. J. E. JONES, *Inspector.*

THE SEPARATE SCHOOL AT BONFIET.

The Separate School of Bonfiet was organized in 1882. Secretary, M. Dupuis; Chairman of the School Board, L. P. Therriault; Teachers, J. F. Lefebvre and Miss Dupuis. The School House is a two-storeyed Frame Building, two roomed.

BONFIET, 1910. J. MORAN, *Teacher.*

THE SEPARATE SCHOOL AT NORTH BAY.

The First Separate School Board at North Bay was elected in January, 1887. The Members were Messieurs Michael Brennan, Oscar Legros, and George Fee.

The First Separate School was kept in a Log Building, rented by the Separate School Board, until a more suitable one could be erected.

The First Teacher of the North Bay Separate School was Miss Mary Zinger, of Waterloo County, at a Salary of $270 a year. She began her School duties in February, 1887.

During the year 1888, a Site was purchased for a new Separate School House and a Building erected. The Site and Building cost $3,500. Two Teachers were employed in the School.

From 1888 to 1901 the growth of School Population was steady, but not rapid.

In 1901, a Site was purchased for a new School House in a more central part of the Town. A School House of solid Brick was erected on this Site in the year 1904, at a cost of $14,000. This Building was opened as a School in February, 1905, with five Teachers on the Staff.

The Separate School Population from that date increased most rapidly, and in September, 1905, six Teachers were employed. In September, 1906, seven Teachers were on the Staff. In September, 1907, eight Teachers were on the Staff. In September, 1908, nine Teachers, and in September, 1909, eleven Teachers were on the Staff. The Total Number of Pupils on the School Register was 550.

During the year 1908, a Site for a new Separate School House to accommodate Pupils at the East End of the Town was purchosed for $900 from Mr. J. H. Metcalfe, and a new School House may soon be erected.

NORTH BAY, February 26th, 1910. (REVEREND) D. J. SCOLLARD, *Secretary.*

Renfrew Separate School.

The Roman Catholic Separate School of Renfrew was organized in 1872, and fourteen years later the Convent was opened.

Renfrew, October 13th, 1909. G. G. McNab, *Inspector.*

History of the Establishment of the Separate Schools in Kenora.

In 1885, when the now flourishing Town of Kenora was only Rat Portage, with a comparatively very small population, the Roman Catholics built a small wooden house of two rooms for a school house, for the purpose of giving to their children the benefit of a Christian and Catholic education.

During the first six years several lay teachers taught in that school, but only one at a time, the number of children being small. In 1891 the Trustees of the Separate School Board thought that it would be advisable to secure the services of a Religious Community, and the Faithful Companions of Jesus took charge of the school and opened three classes in the old church, which was then converted into a School House. One year after, in 1892, the Reverend Sisters decided to build a boarding school on a point on Tunnel Island. But their enterprise was not successful, and a short time after they had to close the Convent, and decided to leave Kenora. Another Religious Community from France took charge of the School, but did not stay long.

Then, in 1901, a Lay teacher was appointed as Principal of the School, having as assistants two young Ladies. In the meantime the School Board had to build a School House in Norman, distant from Kenora about one mile and a half, the number of children being between twenty-five and thirty.

In 1905 the Reverend Pastor of Notre Dame Church, with the School Board, decided to have another Religious Community to take charge of the School, and succeeded in bringing the Reverend Sisters of the Presentation of Mary from Ste. Hyacinthe. In September, 1905, the Reverend Sisters arrived in Kenora and took charge of the three classes. One year after, in 1906, the number of children increasing, the School Board decided to open a fourth class, and a fourth teacher was hired to teach.

To-day there are 186 children registered, half of them French, 35 per cent. English descent, and the balance are foreigners.

Our School is a graded one, having Junior First, Senior First, Junior Second, Senior Second, Junior Third, Senior Third, Junior Fourth, Senior Fourth.

Mattawa, May 25th, 1910. J. E Jones, *Inspector.*

The Walkerton Separate School.

The three-storeyed Building which is now used as the Separate School for the Town and the vicinity was first opened as a Boarding School for girls on the 28th of August, 1879, under the auspices of the Nuns of Notre Dame. During a period of ten years the Nuns maintained a very high standard in their educational work, and their record was one worthy of praise. In 1889 the Nuns of Notre Dame, at the request of the Right Reverend T. J. Dowling, D.D., Bishop of Hamilton, gave up their Collegiate work, and took up the more arduous duties of Separate School Teachers. It was formally opened as a Separate School on January the 2nd, 1889, under the direction of the Reverend B. J. O'Connell, the then Pastor of Walkerton. The success of the new School has been as marked

as its work, and its general management has been admirable. Since its inception it has been at various periods under the Inspectorate of Messieurs Donovan, O'Brien, Pendergast, Power, and of Mr. J. F. Sullivan, B.A., the present Inspector of the district. The average attendance at the School is about 170, there being five Rooms in use. The present Board consists of Messieurs A. Oberle, Chairman; J. J. Schumacher, J. O'Malley, Joseph Schminn, Adolph Mozack, Otto Klein, the Reverend J. P. Cummings being Secretary-Treasurer.

WALKERTON, May 17th, 1910. J. F. SULLIVAN, *Inspector.*

SEPARATE SCHOOL AT COLLINGWOOD.

Notices of the Resolution to establish a Separate School in Collingwood were issued and served on the proper authorities on December the 21st, 1906, and Plans and Specifications for the present School Building were approved by the Board of Trustees on April the 1st, 1907, and the work under the direction of Mr. John Wilson, Architect, was immediately proceeded with. The Corner Stone was laid on September the 3rd, 1907, by the Most Reverend Denis O'Connor, Archbishop of Toronto, who also blessed and formally opened the new School on April the 26th, 1908.

The Building, which is situated on the corner of St. Paul and Ontario Streets, is a handsome two storey Structure with Basement,—is built of pressed Brick with cut Stone trimmings, and is in the Colonial style of architecture. The Basement is fitted up for playrooms in Winter; it also contains the most modern and sanitary toilet conveniences. There are four School Rooms of the regulation size for fifty pupils each, two on each floor, with Halls, Cloak Rooms, Teachers' Room and Library.

All walls are stucco finish with ash wainscotting finished in oil. The ventilating is of the most approved type, and the heating is done by steam.

At present about one hundred pupils are in attendance, and only two Teachers are employed. When necessity arises the Staff will be increased and the vacant Rooms occupied.

The Building and equipment throughout are graded A1, and to the Reverend A. O'Leary and his competent Board of Trustees, Messieurs M. P. Byrnes, Chairman, T. J. McLennan, A. D. Cayley, J. J. Long, C. T. Enright, M. Brophy, James Stephens, John Stephens, J. Teskey and Charles Noble, great credit must be given for St. Mary's Separate School, Collingwood, which is considered the most imposing public Building in the Town, and one of the finest four roomed Schools in Canada.

COLLINGWOOD, June, 1910. F. A. REDMOND, *Secretary.*

PART IX.

SCHOOLS AMONG THE INDIANS.

In January, 1824, the Common Schools Act was made to "apply to all Schools that are now, or may hereafter be, established and kept among the Indians who shall be resident within the limits of any organized County or Township within this Province."

At that time the Indian Schools were established and sustained by certain of the Religious Denominations of the Province.

At the Methodist Conference the Reverends William Case, Henry Ryan and three other members of the Conference were appointed a Committee on Indian Missions, and, through their exertions, an opening was effected for beginning Missionary work among the various tribes of Indians on a systematic plan. The first Mission established by them was that at the River Credit.

The most important of these Schools was the one originated and maintained by the Missionary Society of the Methodist Church at the River Credit in 1826,

MR. JOHN JONES' HOUSE AT PORT CREDIT, WHERE DOCTOR RYERSON RESIDED, 1826-27.

and to the charge of which the Methodist Conference appointed the Reverend Egerton Ryerson. In the diary of his life, under the date of February the 16th, 1827, he writes as follows:

The importance of fostering our School among the Indians, and encouraging the Teacher in this discouraging and very difficult task, cannot be overestimated. The Reverend William Case, thinking that I had some aptitude for teaching, wrote me a day or two ago, as follows:

Do you think the multitude of care and burden of the School does sometimes mar the patience of the Teacher? If so, you would do well to kindly offer to assist him occasionally, when he is present, and so, by example as well as by occasional kind remarks, help him to correct any inadvertencies of taste. I know the burden of a Teacher in a large School; and a perpetual sameness in the same employment, especially in this business, is a tiresome task. I consider this School of vast importance, on several accounts, and especially considering the hopes to be entertained of several interesting youths there.

The Reverend William Ryerson, who was at the Mission in March, (1827), says:

While there we visited the Schools. They have about forty pupils on the list; some of them were absent making sugar. I am very certain I never saw the same order and attention to study in any Schools before. Their progress in spelling, reading and writing is astonishing, but especially in writing, which certainly exceeds anything I ever saw. They are getting quite forward with their work. When I was there they were fencing the lots in the Village in a very neat, substantial manner. On my arrival at the Mission I found Egerton, about half a mile from the Village, clearing land with between twelve and twenty of the little Indian boys, who were all engaged in chopping and in picking up the brush. It was an interesting sight. Indeed, he told me that he spent an hour or more every morning and evening in this way, for the benefit of his own health, and the improvement of the Indian children. He is almost worshipped by his people; and I believe, under God, will be a great blessing to them.

In a letter written afterwards by the Reverend William Case, from Hallowell, (Pictou), to the Reverend Egerton Ryerson, he thus speaks of the success of a School established by the Conference among the Indians. He says:

Last evening (10th March, 1828,) was exhibited the improvement of the Indian School at Grape Island; one boy, whose time at School amounted to about six months, read well in the Testament. Several new Tunes were well sung and had a fine effect. The whole performance was excellent. More than twenty names were given in to furnish provisions for the children of the school. These Exhibitions have a good effect. They animate the children and the Teachers, and afford a most gratifying opportunity to the friends of the Missions to witness that their benevolence is not in vain.

Shortly after this Letter was written, the Reverend William Case went to New York, to solicit aid on behalf of the Indian Schools. He was accompanied by John Sunday, and one or two other Indians. Writing from there, on the 19th April, 1828, to the Reverend Egerton Ryerson, he says:

We have attended meetings frequently, and visited a great number of Schools and other Institutions, both literary and religious. This has a fine effect on our Indian brethren. The aid we are obtaining will assist us for the improvement of our Indian Schools. We have an especial view to the Indians of Rice Lake. Please look well to the School there, and to the comfort of the Teacher. The Indians should be encouraged to cultivate their Islands. The most that we can do is to keep them at School, and instruct them in their worldly concerns.

The Reverend William Case was anxious to re-open the School for Indian Girls at Grape Island. In writing from the Credit about it, he says:

When we gave up the Female School it was designed to revive it, and we had in view to employ one of the Misses Rolph. If she can be obtained we shall be much gratified. We wish everything done that can be done to bring forward the children in every necessary improvement, especially at the most important stations, and the Credit is one of the most important.

The missionary efforts of these times were, in Upper Canada, as in the case of the Methodist Church, chiefly directed toward the Indians. These efforts were also put forth by the New England Society, the Church of England, and by other Churches. At a public meeting held in York, on the 29th of October, 1830, a Society was formed, under the presidency of the Bishop of Quebec, "for the converting and civilizing of the Indians of Upper Canada." In his Address, on that

occasion, the Bishop stated that the Reverend George Archbold had resided among the Indians on the north side of Lake Huron during the greater part of the Summer, and at his departure had left them in care of Mr. James W. Cameron. Mr. Cameron was, in 1832, succeeded by Mr., (afterwards the late lamented and venerable Archdeacon), McMurray at Sault Ste. Marie. The Missionaries employed in 1831 were the Reverend J. O'Brian, (St Clair), the Reverend Saltern Givens, (Bay of Quinte), and Mr. James W. Cameron, (La Cloche, Sault Ste. Marie, etcetera).

In December, 1830, Mr. Mackenzie visited the Indian Settlement at the River Credit, near York. Of the School for the Indian children there he said:

In this School are taught about fifty Indian children; the girls by Miss Rolph, sister of Mr. John Rolph, late Member of the House of Assembly for Middlesex; the boys by Mr. Edwy (afterwards the Reverend Edwy) Ryerson, who had succeeded his Brother, the Reverend Egerton Ryerson, late Editor of the *Christian Guardian.*

The Schoolroom is a large and commodious apartment, with tiers of raised benches (like a gallery) in the rear; on one division of which sit the girls and the boys on the other. There are also desks and slates for ciphering, and copy books and copperplate lines for those who write. The Bibles and Testaments are chiefly those of the London

THE REVEREND PETER JONES.
(Kahkewaquonaby.)

Society for Promoting Christian Knowledge; some of the other books are English printed and some American; no sectarian intolerance prevails in that way. Among the school furniture are a handsome map of the World; Arithmeticon; attractive alphabets on pasteboard; regular figures illustrative of geometry, some of them cut in wood, and some of them made of pasteboard; the picture of Elijah fed by ravens; figures of birds, fishes and quadrupeds, on pasteboard, coloured, accompanied with the history of each animal; the figure of a clock, in pasteboard, by which to explain the principles of the time piece. The walls of the School are adorned with good moral maxims; and I perceived that one of the rules was rather novel, though doubtless in place here: It was, "No blanket to be worn in School." (Pages 131, 132.)

Mr. (afterwards the Reverend) Peter Jones, was appointed translator and Assistant Teacher. In a Letter, which he wrote to the Editor of the *Christian Guardian,* dated the 4th of January, 1831, he said:

When I commenced teaching the School, it consisted of about fifty children, a greater part of whom had made considerable improvement under the instruction of Mr.

J. Jones, their former Teacher. I found the children particularly tractable and uncommonly anxious to receive instruction, which, in a great measure, cheered me. Shortly after I commenced teaching these children, the Infant School System was introduced, and from its simplicity, (being particularly suited to the taste and disposition of Indian children), they have made very considerable improvement in those branches, which that system is calculated, with little labour, to teach. At present, the School consists of about forty-five children, and sometimes more. There are at present in the English Reader, Writing and in Arithmetic, fourteen pupils; Reading in the Testament and Writing, nine; Sunday School Primer, Part First, fourteen; in the Alphabet, eight; all of whom are also taught Geography, etcetera, on the Infant School plan.

In 1836, the Imperial Government wished to obtain some information in regard to the Indians. The Secretary of State, therefore, addressed the following Letter to the Governor-General on the 14th of January, 1836:

From the Reports in this Department, it appears that not only among the more civilized and settled Tribes, but even among those inhabiting the remote districts of Canada, a strong desire for knowledge has recently been evinced. In Upper Canada, Schools have been established by Societies and by private individuals and are said to be well attended

These circumstances, combined with the general docility of the Indian Tribes, lead me to hope that a scheme of a more general nature would not fail of ultimate success. I cannot, of course, pretend to enter into the details of such a scheme; it is sufficient for me to impress upon you the readiness and the anxiety of His Majesty's Government to co-operate to the utmost of their power in its promotion. With this view they are prepared, should you think such a measure practicable, and, if the consent of the Indians can be obtained to it, to sanction at least a portion of the sums now expended in the purchase of stores and presents to the erection of School Houses, the purchase of elementary Books, and the payment of resident School Masters, for the benefit of the Indian Tribes.

DOWNING STREET, 14th January, 1836. GLENELG.

In reply to this Despatch Sir John Colborne wrote to the Colonial Secretary as follows:

I cannot quit this Government without drawing Your Lordship's attention to the projected establishment of the Indians of the Northern Shores of Lake Huron on the Great Manitoulin Island, which I have authorized, and which has already been partly carried into effect.

If this project succeed, Your Lordship may be assured, notwithstanding the discussion in the House of Commons last Session, that all the Indian Tribes in Canada are collected in Villages, that Schools are instituted for their benefit, and that they are placed under the care of persons interested in their welfare.

In the annexed statement, (dated the 24th of September, 1835), Your Lordship will see the progress that has been made in the Indian Establishment under the charge of Captain Thomas G. Anderson, (Superintendent of Indian Affairs), and the state of the Indians on the Northern Shores of Lake Huron.

TORONTO, 22nd of January, 1836. J. COLBORNE.

Enclosure: Statement by Captain Thomas G. Anderson, Superintendent of Indian Affairs.

. . . Habitual intoxication is unknown; the Sabbath is well observed; the religious duties of the Indians are carefully attended to, and Reading and Writing, with

a moderate knowledge of Arithmetic, are almost universal among the young people. . . . The Log Dwelling Houses for the Indians were erected by Government; Frame Houses for the Superintendent and the two Chiefs, (Aisance and Yellowhead), with Schoolhouses at Coldwater and the Narrows of Lake Simcoe, were also built at the commencement of the establishment.

The Indian wants instruction. He everywhere appreciates the superiority of the Whites in possessing the Arts of Reading and Writing. He earnestly begs for the benefits of Education.

COLDWATER, 24th of September, 1835. THOMAS G. ANDERSON, Superintendent.

In a Despatch from Lord Glenelg, Colonial Secretary, to Lieutenant-Governor Sir George Arthur, dated the 28th of March, 1838, he states that the Colonial Office had then been in communication with the Reverend Peter Jones and the Reverend Doctor Robert Alder, representing the Wesleyan Missionary Societies in Canada and in England, in regard to the Indians in Upper Canada. I have taken only a few apropriate extracts from this voluminous Letter. He states that the Reverend Doctor Alder had made the following suggestion to him:

Should Your Lordship see fit to settle without delay the Indian Lands in [question] and to provide a Central School at which Indian Children may be gratuitously boarded and educated for four or five years, as stated in my Communication to Your Lordship of [the 14th of] December last, Your Lordship will be regarded, by the Indians of Upper Canada, as the greatest Benefactor of their Race. . . .

As it respects the second, (or pagan), class of Indians . . . I know of no other method by which they may be reclaimed or their condition be effectually improved than by the influence of Christianity, which, as I have shown to Your Lordship, has already greatly ameliorated and improved the condition of hundreds of their brethren. . . .

These Indians would look for a fixed residence, where they can be taught more perfectly, and where their children may attend a School, and learn to read the "Good Book," and, to use their own expression, "to put their thoughts on paper." A Chapel and a School House will soon be built, around which they will erect dwellings. Agriculture and the mechanical arts will follow in the train of Christianity, and, in process of time, industry will place them in circumstances of comparative comfort and abundance. . . .

It would greatly contribute to a knowledge of the benefits which the Gospel is calculated to impart . . . if, when the annual presents are distributed, a locality were selected to which the Pagan and Christian Indians could conveniently repair, and where they might mingle for a few days together, during which time the Christian portion of them might explain to the other . . . the great advantages which their children derive from the Schools established amongst them. . . .

In order that the Government might be placed in possession of definite information in regard to the condition of the Indians and the State of Education among them, Commissioners were appointed in October, 1839, by Lieutenant-Governor Sir George Arthur, at the instance, in May of that year, of the House of Assembly, to enquire into the condition of the Indian Tribes, and also into the working of the Indian Department of the Provincial Government. The Commissioners prepared a Report on only the administration of the Indian Department, but did not proceed further with their enquiries.

In addition to the Mission Schools which are already formed in the different settlements of Christian Indians for the education of the rising generation, means should be

furnished for the establishment and support of two or more Central Schools, in which the most promising youths should be placed and gratuitously boarded, educated and clothed, for five or six years at least. By such an arrangement, the children of the Indians would be removed from their imperfectly civilized parents, and placed under the exclusive direction of their religious and secular Instructors. In addition to the ordinary branches of learning cultivated at school, the boys would be instructed in a knowledge of useful mechanical arts; and what is greatly to be desired, as being of immense importance in its influence on the future improvement of the Indians, the female portion of the children would be well instructed, not merely in Reading and Writing, but in the performance of domestic duties. . . .

A very comprehensive Report of a Committee of the English "Aborigines Protection Society," on the State of the Indians of British North America, was prepared and published in the same year, (1839).

A Report, chiefly on Schools for the Indians, was also prepared in 1839 for the Colonial Secretary, (Lord Glenelg), by the late Sir James B. Macaulay, but it has not, I believe, been published.

In 1856 the Governor-General issued a commission to Messieurs Richard T. Pennefather, Froome Talfourd, and Thomas Worthington, directing them to enquire into the condition of the various Indian Tribes of Canada. The Commissioners prepared an elaborate Report in 1858, which contained a great deal of most valuable and interesting information relating to the past and present history of the Indian tribes, and also various practical suggestions for the continued amelioration of their condition.

In the "Report on Indian Affairs," for the half year, ending June, 1864, Mr. William Spragge, Deputy Superintendent of Indian Affairs, says: "A subject of very considerable interest is the education of the Indian people. To this subject the Department is continually giving its attention. . . . The New England Society, which has done so much in the cause of education among the Six Nation Indians, has extended its Institution, established in the vicinity of Brantford."*

From a graphic and interesting Report on the Condition and Education of the Indians of Upper Canada by Consul Blake to the State Department of Washington I use the following extract. The Consul says:

Of all the Tribes of Indians in Canada, the Confederation known as the "Six Nations of the Grand River" are the most noted. Their historical celebrity began with the earliest exploration of the Hudson River, and their present advanced position also invests them with peculiar interest. They consist of portions of the kindred Nations of the Mohawks, Senecas, Cayugas, Onondagas and Oneidas, who once inhabited the Valleys on the Rivers and Lakes of Central New York, including the Mohawk and Genesee; and were so powerful a confederacy that they not only overran the region afterwards known as Upper Canada, but carried their wars far and wide into the Western Prairies.

These Indians residing on the Grand River, are the representatives and descendants of those aborigines of whom De Witt Clinton said they were peculiarly distinguished by "great attainments in polity, in negotiation, in eloquence, and in war." They form the organization which, eighty years before the American Revolution, held up their union as a political model to the English Colonies.

The following is an extract from a Report prepared at my request, on the education of the Indians for the New Orleans Exhibition in 1884, by Mr. Samuel Woods, M.A.:

* For a description of this institution see page 170 of the first volume of this series. See also a reference to the Shingwauk Home at Sault Ste. Marie, also in this volume.

Schools For Indians in Ontario.

When the first return of Indain schools was received from this Province in 1867-'68, there were found to be only 38 in active operation and qualified to receive the government grant. Now there are in all 69 schools, and the attendance has increased from 1,409 to 1,930. In all these schools there has been a very gratifying increase in secular knowledge, so much so that within late years the subjects of dictation, composition, drawing, and French have been added, while in the industrial schools pupils are taught algebra, Euclid, and in rare cases Latin and Greek. Throughout the Province the schools are regularly inspected by the county inspectors, and reports upon their standing and progress are periodically received by the Department.

These Ontario schools take high rank, because our system of public school education is probably equal to, if not in advance of, any other country in the world, and in every progressive step made by these schools the Indians have shared. Our public school system dates from 1844; but I find, in an old book published in that year, "Facts concerning the North American Indians and Hints for their Future Advancement," an account of the work done by some self-sacrificing Methodist ministers, which shows that even before our public school system came into being the problem of Indian education had been partially solved; and the policy adopted by those old Christian Fathers has found its latest development in the industrial schools now so actively supported in Ontario, British Columbia, and the Territories. I quote as follows:—

> Another means of accelerating their improvement would be to establish schools for the instruction of the children and youth. Already we have schools on every mission station, which have done much good; but the thing to which I now refer is to establish schools of a superior order. Manual labor schools would be excellently adapted to their circumstances * * *. A portion of those annuities from each tribe might, under the direction of the government agent, be apportioned to their support. Perhaps a portion of their money could not be better, nor, to themselves, more advantageously expended. By methods of this nature, the Indian would be gradually and permanently advanced in the scale of civil society; his migratory habits and fondness for roaming would be cured, and an interesting class of our fellow men rescued rom degradation.

It may be incidentally mentioned that in 1839 a report to Lord Glenelg, still in manuscript in the archives of the Indian Department, prepared by the late Hon. Sir James Macaulay, recommends the opening of similar schools, so that when the industrial schools were first opened in Ontario we were but advancing along the line advocated by the old French Fathers, Sir James Macaulay and the Wesleyan minister, Rev. Benjamin Slight, quoted above.

And so now in this Province there are four large industrial schools. The "Mohawk Institution" at Brantford is the oldest, and in it the pupils receive a thorough education, so much so that it is not unusual for them to enter the Collegiate Institutes and High Schools side by side with the whites, and advance thence through the Colleges of the Dominion, taking high rank in the classes there. And while attention is thus paid to mental training many of the pupils are carefully instructed in industrial trades, such as shoemaking, tailoring, blacksmithing, plastering, carpentering, and printing. In Appendix B I have indicated the present condition of many of these pupils, from which it will be seen that the instruction afforded is bearing excellent fruit. A similar institution, called the "Mount Elgin Institute," exists in the Munceytown Reserve; here special care is devoted to the female department, which is by no means neglected at Brantford, and for $60 per annum any girl of Indian parentage can procure board, education, and careful training in household duties, such as washing, laundry work, knitting, sewing, spinning, cooking, and baking. The boys are trained similarly to those at the Mohawk Institute. The Mount Elgin Institute dates from 1867. At Sault Ste. Marie, and at Wikwemikong on the north shore of Lake Huron, two similar institutions have been organized and set forth upon a prosperous career. The former, the "Shingwauk Home," is under the charge of the Episcopal Church, and the latter of the Roman Catholic. The aim of all these institutes is to train the Indian to give up his old ways, and to settle among his white brethren on equal terms and with equal advantage.

LIST OF SCHOOLS IN ONTARIO SUPPORTED ENTIRELY, OR IN PART, BY THE RELIGIOUS DENOMINATIONS AT THE DATE OF CONFEDERATION, WITH THE NUMBERS ATTENDING EACH.

Name of tribe.	Reserve.	Denomination.	No. of Pupils.
Munsees and Oneidas	Munceytown	Wesleyan Methodist	52
Wyandots	Anderdon	do do	..
Chippewas and Pottawatomies*	Walpole Island	Church Mission Fund	51
Chippewas	Saugeen	Wesleyan Methodist	56
Mississaugas	Alnwick	do do	40
do	Rice Lake	do do	25
Chippewas	Cape Crocker	Episcopal	40
do	Christian Island	Wesleyan Methodist	28
do	Rama	do do	43
do	Snake Island	do do	18
do	do	do do	13
Mohawks	Quinte	do do	34
Ojibways	Shawinegan	do do	16
Six Nations	Grand River	do do	31
Manitoulin Indians	Manitowaning	do do	57
do do	Wikwemikong	Roman Catholic	156
do do	Little Current	Wesleyan Methodist	..
do do	Shesheguaning	Congregational	..
Garden River Indians	Garden River	Episcopal	33

OTTAWA, February 14th, 1885. SAMUEL WOODS.

NOTE.—One of the more noted men, who gave much of his time and ability to the religious betterment of the Indians, especially in the North-West, was the Reverend James Evans, a distinguished Wesleyan Minister in Upper Canada. With a view to facilitate the teaching of the Cree Indians to read the Bible and the Hymns, which were taught them in their own language, he invented what was known as the Syllabic System, which consisted of syllabic characters to represent words of the Cree language.

* There were many other small schools at the various mission stations; but unless the average attendance was over 20 no return was made of them.

PART X.

CLASSICAL COLLEGES AND PREPARATORY COLLEGIATE SCHOOLS.

THE FOUNDING OF UPPER CANADA COLLEGE BY SIR JOHN COLBORNE, AFTERWARDS LORD SEATON, 1829.

By Mr. J. Ross Robertson.

The circumstances attending the origin of Upper Canada College and Royal Grammar School, the original name of this educational institution, are these: In the year 1798 a grant of 549,000 acres of land from the public domain was made by the Crown in response to a joint Address of the Legislative Council and Assembly of Upper Canada which prayed that His Majesty would be pleased to direct his Government in the Province to appropriate a certain portion of the lands of the

SIR JOHN COLBORNE.

Crown as a fund for educational purposes, including the establishment and support of a respectable Grammar School in each District thereof and also a College or University for the instruction of youth in the different branches of liberal knowledge. The Province at that time was divided into four Districts. Of the above mentioned lands 190,573 acres were assigned by the Imperial Government to a general Board of Education of the Province, established in 1823 for the support of Grammar and Common Schools. In 1826 there were three hundred and fifty Common Schools, and eleven District, or Grammar, Schools, in the Province, the

former having an attendance of eight thousand Pupils and the latter of about three hundred. The residue of the Grant, which was 358,427 acres, was regarded by the Provincial Government as applicable to the support of the contemplated University, and an exchange was made by the Imperial Government of Crown Reserves of an equal quantity of land with the view to securing the immediate establishment of the University. It is to Sir John Colborne, one of the most noted of the early Governors of this Province, that Upper Canada College largely owes its establishment. Before the arrival of Sir John Colborne at York educational affairs had received a good deal of attention from the people of the Province and at the beginning of his administration a great impetus was given to the cause of learning by the establishment of a more advanced educational institution than had hitherto existed here. It had long been considered advisable to afford facilities to the youth of Upper Canada for obtaining a more thorough education than was to be had at such institutions as the Home District Grammar School, which up to the year 1829 was the most advanced educational institution in York. There was a good deal of discussion on the subject; public feeling was aroused and several petitions were presented in the Legislature. The outcome of the discussion was that Upper Canada College was established by an order of the Provincial Government. From its name, and the circumstances attending its foundation, Upper Canada College was intended to meet a provincial want in higher education. In the spring of 1829 it had been determined to proceed at once with the erection of suitable buildings, and in *The Loyalist* of May the 2nd of that year occurs the following advertisement:

MINOR COLLEGE.—Sealed tenders for erecting a School-house and four Dwelling-houses will be received on the first Monday of June next. Plans, elevations and specifications may be seen after the 12th instant on application to the Honourable George Markland, from whom further information will be received. Editors throughout the Province are requested to insert this notice until the first Monday in June, and forward their accounts for the sum to the Office of *The Loyalist.*

In the *Upper Canada Gazette* of December the 17th, 1829, this advertisement is printed:

Upper Canada College, established at York. Visitor, the Lieutenant-Governor for the time being. This College will open after the approaching Christmas Vacation, on Monday, the 8th of January, 1830, under the conduct of the Masters appointed at Oxford by the Vice-Chancellor and other electors in July last. Principal, the Reverend J. H. Harris, D.D., late Fellow of Clare Hall, Cambridge, Classical Department; Vice-Principal, the Reverend T. Phillips, D.D., of Queen's College, Cambridge; First Classical Master, the Reverend Charles Mathews, M.A., of Pembroke Hall, Cambridge; Second Classical Master, the Reverend W. Boulton, B.A., of Queen's College, Oxford; Mathematical Department, the Reverend Chas. Dade, M.A., Fellow of Caius College, Cambridge, and late Mathematical Master at Elizabeth College; French, Mr. J. P. De La Haye; English Writing and Arithmetic, Mr. G. A. Barber and Mr. J. Padfield; Drawing Master, Mr. Drury. Signed, G. H. Markland, Secretary to the Board of Education.

Subsequently the Reverend Doctor Henry Scadding was a Master of the College. Sir John Colborne, on his arrival in Upper Canada, was fresh from the Governorship of Guernsey, one of the Channel Islands. During his administration there he had revived a decayed public School, now known as Elizabeth College. Being of opinion that the new Country, to which he had been transferred, was not ripe for a University on the scale contemplated in a Royal Charter which had been pro-

cured, he addressed himself to the establishment of an Institution which should meet the Collegiate wants of the community. Between the School, or "minor College," as it was popularly called, which resulted from this decision of Sir John, and the Institution which he had recently been engaged in reviving, there exists a very close connection and some particulars in regard to the Channel School may not be out of place in view of its relation to the Canadian Institution. Elizabeth College, Guernsey, was originally called the "School of Queen Elizabeth," as having been founded under Letters Patent from that Sovereign in 1563 to be a "Grammar School, in which the youth of the Island may be better instructed in good learning and virtue." Naturally the system upon which the new Upper Canada College was modelled was that which was then adopted in most of the great Public Schools in England.

The classes were first opened on the 8th of January, 1830, in the building on Adelaide Street, which had formerly been used as the Home District Grammar School. Here it continued for more than a year. In the Summer of 1831 the

THE REVEREND DOCTOR SCADDING.

range of buildings was completed, and the Institution was removed to the Site which it has since occupied, opposite the Government House, what was originally a very broken piece of ground denominated Russell Square. In the Message of the Lieutenant-Governor to the Legislative Assembly in 1831 it is stated that from the original grant of land by the Crown 66,000 acres had been set apart for the support of Upper Canada College and Royal Grammar School. The management of Upper Canada College was, from its foundation in 1829 until March, 1833, under the control of its own Board of Directors and Trustees, when, by an order of the Lieutenant-Governor, it was transferred to the Council of King's College, and, by the Act of 1837, was incorporated with and formed an appendage of the University of King's College, subject to its jurisdiction, and it thus remained until the first of January, 1850, when the Baldwin University Act of 1849 came into force, which, while declaring that the College was an appendage of the University, conferred upon it the management by its own Council, subject to the authority of the Head of the University, as to the disallowance of any Statute, or rule; also with an Endowment Board. By the Act of 1853, Upper Canada College was placed

UPPER CANADA COLLEGE, RUSSELL SQUARE, KING STREET WEST, 1829-1901.

under the control and management of the Senate of the University, with power to make Statutes for the good government and regulation of the College, and for the Principal and Masters and the fees and general management of the business and affairs generally. Under this authority a Committee appointed by the Senate, consisting of five Members, constitutes the Board of Management of the College, which is entrusted with the administration of its financial affairs, so far as regards the disposition of its Income, and subject to the Lieutenant-Governor in Council as to the Capital and Endowment. In the constitution of this Committee the Chancellor and Vice-Chancellor are Members *ex-officio,* and three Members are elected by the Senate. The Grounds and Buildings cover an area of ten acres. During the first five years of its existence the College was largely endowed with land, exclusive of the Block on which it is built, and of another valuable Block of land in Toronto. (*Evening Telegram,* November 24th, 1888.)

State of the Endowment of Upper Canada College, 1829-1848.

The original endowment of Upper Canada College, as reported to the House of Assembly in December, 1832, was 66,000 acres of land, made up of the following grants:

25,000 Acres in the Township of Seymour.
18,969 Acres in scattered lots, for which a like quantity is reinvested in the Crown in the Township of Seymour.
5,000 Acres in the Township of Blandford.
12,000 Acres in the Township of Java.
5,031 Acres in scattered lots, for which a like quantity is reinvested in the Crown in the Township of Merlin.
66,000 Acres.

Block "A" known as "Russell Square," and containing nine Acres constituting the present Site and Grounds of the College, on King Street, granted in 1829.

Part of Block "D," in the Town of York, (now City of Toronto), east of Church Street, and north of Newgate, (now Adelaide) Street, containing five and a quarter Acres, divided into Town Lots, on the 28th of November, 1834.

In addition to the above landed endowment the College received an allowance from the Government of two hundred pounds sterling in 1830; this sum was increased on the first day of January, 1831, to five hundred pounds sterling per annum; and on the first of January, 1834, it was further increased to one thousand pounds per annum on the first of July, 1838.

On the 27th June, 1830, the General Board of Education met and decided to offer for sale, the ground known as the College, or School square, north of St. James Church, in the centre of which stood the Old Blue School. The ground was laid out in lots, 26 x 90 feet, and on the 10th July the lots were sold to the highest bidders. The proceeds were applied to the payment of the cost of erecting the new College buildings.

On the 9th of March, 1833, Lieutenant-Colonel Rowan, Secretary to Sir John Colborne, the Lieutenant-Governor, informed the Honourable Joseph Wells, Bursar of King's College, that

His Excellency considers that the interests of both Institutions, (King's College and Upper Canada College), would be advanced by the remainder of the lands set apart for Upper Canada College being disposed of through the agency of King's College Council,

and requests to know whether the Council will consent to authorize the Lots to be sold by the Bursar, for the benefit of Upper Canada College?

This Letter having been laid by Colonel Wells before the Council of King's College on the 16th of March, 1833, the following Resolution was passed, in regard to the proposal which it contained:

Resolved, That His Excellency's recommendation (communicated in Lieutenant-Colonel Rowan's Letter of the 9th instant), "That the remainder of the lands set apart for Upper Canada College be disposed of through the agency of the King's College Council" be accepted and carried into effect; and the Bursar is hereby authorized to sell the said lands for the benefit of Upper Canada College.

SIR GEORGE ARTHUR ON THE FOUNDING OF UPPER CANADA COLLEGE.

In a Despatch written by Sir George Arthur, Lieutenant-Governor of Upper Canada, to the Marquis of Normanby, Colonial Secretary, dated the 8th of June, 1839, he thus referred to the proceedings of Sir John Colborne in founding and endowing Upper Canada College:—

Soon after Sir John Colborne assumed this Government, his attention became directed to the state of education in the Province; and, as the theme had long been a favourite one with him, he applied himself with vigour to the task of effecting such amelioration in a defective system as was in his power.

After encountering much difficulty, his zeal and perseverance were rewarded by the establishment of the Institution known as "Upper Canada College"; and which, as a Seminary, answering in its model to superior Grammar Schools in England, has conferred, and continues to confer, inestimable benefit upon the Country; although its establishment in the capital has given rise to local jealousies; and opinions are entertained that the financial benefits of the Seminary ought, in justice, to have been distributed to the improvement of the Country Schools at its expense.

This Institution superseded the endowed "Royal Grammar School,"—which was also a District (Grammar) School,—that had previously existed in Toronto; and the proceeds arising from the sale of the land whereon the one had stood, partly contributed to defray the expense of erecting the buildings requisite for the other.

Sir John Colborne assigned, with the after approbation of His Majesty's Government, a very eligible location at the west end of Toronto, as the Site of the new College, and endowed it with some Town lands. About 60,000 acres were also granted to it as a further Endowment, from the residue of the general School Lands. (Page 51, Part iii., of the Correspondence relative to the Affairs of Canada, 1840.)

The Upper Canada College is a plain, but spacious Building, or rather series of Buildings, with fine gravelled walks and neat shrubberies in front. This admirable Institution stands a proud monument of the paternal affection which Sir John Colborne felt for the Province.

OPENING OF UPPER CANADA COLLEGE IN 1830.—ITS FIRST MASTERS.

After the Site for the new College on Russell Square had been selected, it was resolved that the College Buildings should be placed on a line with King Street, one hundred and thirty-two feet from the Street; and, with this idea, the foundations of the College and other Buildings were laid.

The District School House had, in the meantime, been moved, repainted, and improved, and fitted up for the accommodation of the College, pending the com-

pletion of the new edifice. The third week in December saw the furniture of the College in position in the old District School House, and on the 17th of December, 1829, the *Upper Canada Gazette* contained the following announcement:

"Upper Canada College established at York. Visitor, the Lieutenant-Governor for the time being. This College will open after the approaching Christmas vacation on Monday, the 8th January, 1830, under the conduct of the masters appointed at Oxford, by Vice-Chancellor Jones and other electors in July last. Principal, the Reverend J. H. Harris, D.D., late Fellow of Clare Hall, Cambridge. Classical Department—Vice-Principal, the Reverend T. Phillips, D.D., of Queen's College, Cambridge, late Head Master of the Home District School; First Classical Master, the Reverend Charles Matthews, M.A., of Pembroke Hall, Cambridge; Second Classical Master, the Reverend W. Boulton, B.A., of Queen's College, Oxford. Mathematical Department—The Reverend Charles Dade, M.A., Fellow of Caius College, Cambridge, and late Mathematical Master at Elizabeth College. French—Mr. J. P. de la Haye, for some time employed at the College of Louis le Grand, at Paris and at Vincennes, a native of France, and an experienced instructor. English, Writing and Arithmetic—Mr. George Anthony Barber and Mr. (afterwards the Reverend) James Padfield. Drawing Master—Mr. Drury, an eminent artist. (Then follow terms, etcetera), Signed: G. H. Markland, Secretary to the Board of Education. York, Upper Canada, December 2nd, 1829."

Upper Canada College, founded in 1828 upon the model of the great Public Schools of England, was endowed with a Grant of 66,000 Acres of Public Lands, from which it derived an annual income of $15,000, in addition to its Building and Grounds in the City of Toronto. It is governed by a Committee of the Senate of the Provincial University. The Curriculum extends over a six years' course of study in the same number of forms, and embraces the usual subjects.

The College classes were in the meantime carried on, and until 1831, in *The Old Blue School,* which had been refitted. When the new Buildings were completed the entire Staff of Masters and Teachers was removed, with the Pupils, to the new and handsome pile of Buildings on King Street West. The old Grammar School was then closed. It was again occupied for Grammar School purposes, for the East End of Toronto, in 1836, under Mr. Charles N. B. Cosens, who was appointed Head Master, and who was succeeded, in 1838, by Mr. Marcus C. Crombie, when Mr. Cosens received an appointment as Resident Master of Upper Canada College Boarding House.

In the meantime Members of the House of Assembly, who objected to any portion of the Imperial Grant of Lands being made to the College, had a Committee appointed to make enquiries of the Lieutenant-Governor in regard to the College.

Mr. George Brouse, from the Select Committee, was appointed to wait upon His Excellency the Lieutenant-Governor with the Address of this House for information relative to the Upper Canada College, reported delivering the same, and that His Excellency had been pleased to make thereto the following answer:

GENTLEMEN:

I cannot convey much more information on the subject of this Address than has been already laid before the House of Assembly.

It will, however, be satisfactory for the House to find, that nearly ninety Scholars have been admitted into the College since the 4th of last Month,—the day on which it opened; and that many others are preparing to enter from different parts of the Province.

No doubt can, therefore, be entertained as to the necessity of fixing permanently in the Province a Seminary, accessible to all, where a liberal and extensive course of instruction can be obtained on moderate terms.

The Principal, and most of the Masters of the College, were selected at my request, by the Vice-Chancellor of Oxford, in conjunction with two electors of high reputation, with reference only to the erudiction, academic honours, and experience.

To ensure the efficiency of the Upper Canada College, and a succession of men of abilities in every department, the Masters will receive a remuneration in proportion to the advancement and independence which they could obtain in the Parent State, from their requirements and learning.

Before I leave the Province, I shall endeavour to procure for the Institution such protection as may enable it to counteract the influence of local jealousies, or of ignorance, to which, in a new country, it may sometimes naturally be exposed.

The Chancellors of Oxford and Cambridge will be invited, with the sanction of the King, to select Masters when they may be required, and to notify the vacancies that may occur in the College to those Universities.

The College will be placed under the special care of a Visitor (the Lieutenant-Governor for the time being), and thirteen Trustees.

The Trustees will regulate the affairs of the College, and the financial concerns.

With this view, I have solicited His Majesty's Government to authorize me to aid in providing for its immediate support, and to endow it liberally.

The Provincial Legislature should, I think, afford some assistance until it arrives at maturity, either by establishing Scholarships for the maintenance of Pupils to be elected from the District (Grammar) Schools, or by appropriating an annual sum for the general expenditure.

The Principal will be responsible for the course of instruction followed at the College and for the discipline of the School.

Eight pounds per annum will be demanded for each scholar for his education.

Masters will be encouraged to take boarders.

The Masters will be chosen entirely on account of their qualifications, without regard to sect or profession.

GOVERNMENT HOUSE, YORK, 4th February, 1830. JOHN COLBORNE

OBJECTION TO THE COURSE OF STUDY IN UPPER CANADA COLLEGE—PETITION TO SIR JOHN COLBORNE ON THE SUBJECT.

In July, 1831, a number of prominent persons in York (Toronto),—including Mr., (afterwards the Honourable), Robert Baldwin, and others—were dissatisfied at the Course of Study then pursued at Upper Canada College, as being too "classical," and not sufficiently "commercial." They, therefore, petitioned Sir John Colborne, as the founder of the College, and as Lieutenant-Governor, to "cause alterations to be made in the Regulations" on the subject.

The Petition to the Lieutenant-Governor was as follows:

The Petition of the undermentioned inhabitants of the Town of York, respectfully sheweth:

That they highly appreciate Your Excellency's measures for the promotion of Education in this Province; and they rejoice in the rapidly increasing success which has hitherto attended these measures.

At the same time, they humbly represent to Your Excellency, that the benefits dispensed by the Upper Canada College might, in their opinion, be greatly extended in favour of the children of many families in this Town and vicinity, whose parents do not desire to have them instructed in classics, by admitting them upon less expensive terms, and to receive an English Education only;

Wherefore, we pray that Your Excellency will be pleased to cause such alterations to be made in the Regulations, and such changes in the College, as will enable Your Excellency's Petitioners, and others in similar circumstances, to have their Sons educated in a College in such branches of an English Education, as will qualify them for discharging, with efficiency and respectability, the scientific and other business of Tradesmen and Mechanics. And your Petitioners will ever pray.

Robert Baldwin,	Hugh Richardson.	Thomas Moore,
John Baldwin,	John Ewart,	Q. Fairbanks,
James E. Small,	Daniel Brooke.	R. C. Horne,
F. T. Billings,	Jacob Latham,	John Murchison,

York, July, 1831.

To this Memorial the Lieutenant returned a somewhat full and comprehensive reply, and took a good deal of pains to explain the necessity of maintaining the classical standard which had been adopted in the College

The reply of the Lieutenant-Governor, through his Secretary, to this Memorial was as follows:

Gentlemen: I am directed by the Lieutenant-Governor to acquaint you in reply to your Memorial, that he trusts that the system of Education adopted at Upper Canada College and Royal Grammar School will prove extensively useful to this Country; but that he doubts whether it can receive such a modification as will fully meet your wishes.

In placing the Institution on its present establishment, the general interests of the Province have been considered, more than the convenience of any Town, or Township.

The system has chiefly reference to the rapid growth of the Colony, to the prospects of many families emigrating from the United Kingdom, and the attraction of a School, conducted by Masters of reputation selected from our own Universities, to the advantages which must flow from an endowed Institution, at which a liberal Education can be obtained for the sum of eight pounds (£8) per annum, by scholars destined to embrace the higher order of the Professions, or who are intended to be removed to King's College, or to undertake the office of Masters to District (Grammar) Schools.

I am also to mention that a Boy who is admitted to the College at nine or ten years of age, with industry can certain qualify himself to enter most professions before he is seventeen, and that he will leave school a Classical Scholar, a good Mathematician, with a critical knowledge of two modern languages, while, at the same time, he will find that his Commercial Education has not been neglected.

Without frustrating the original object of the College, it will be difficult to combine a course of instruction that will meet the views of every individual. The Principal has had it in contemplation to make such partial changes in the College course, as his experience may point out, with reference to pupils intended for a scientific, or commercial, employment, and it may be satisfactory to you to examine the accompanying "observations" connected with that object; from which you will be able to ascertain how far the mind of the pupil may be profitably exercised at the College, whatever occupation he may be intended to follow.

With respect to the reduction in the terms for Education, His Excellency is convinced that you will, at once, perceive the impracticability of complying with your suggestions, when you are aware that a large amount has been incurred in providing suitable accommodation for the Masters and Pupils; and that although His Majesty's Government has allowed five hundred pounds (£500) a year for the support of the establishment as a Royal Institution, a considerable revenue is required to ensure a succession of able Masters in every department, and to carry into effect an arrangement which has been made for the benefit of the Province, by which boarders may be placed at the College for twenty-five pounds (£25) per annum, including the charge for Education.

York, July, 1831. Edward McMahon, *Acting Secretary.*

NOTE.—The "observations" enclosed in the reply referred to the Course of Study for each of the four Forms in the College, as follows. The

First Form embraced the elements of Latin Grammar, and construing four English lessons per week. General Reading Exercises of the whole College. Six lessons, of nine hours each week, with Writing Master in Writing and Arithmetic.

Second Form: Lessons in Latin, completing the Syntax (the general principles of which are applicable to English); Lessons in English, Reading, Spelling and Recital; Geography. Four lessons a week in Writing and Arithmetic. A lesson in French, two hours.

Third Form: Latin; one lesson a week in Greek,—including the characters and first notions of the Language. English; Geography; French; Writing; Arithmetic.

Fourth Form: Latin; Greek; French (three lessons a week); commences Mathematics; Arithmetic and other branches, as before.—*Christian Guardian*, October, 1831.

The more numerous class of Objectors throughout the Province availed themselves of the presence of their local Representatives in the Legislature, to press their claims to a share in the Royal grant for "free Grammar Schools," and to remonstrate, with more or less effect, against the action of the Executive Government in not having given effect to the generous intentions of the King, as embodied in the terms of the Royal Grant of 1797, and as conveyed to the Legislature of Upper Canada, in the Despatch of the Duke of Portland in November of that year.

In reply to the questions put by the Select Committee of the House of Assembly, in December, 1832, to the Reverend Doctor Harris, Principal of Upper Canada College, he referred to the temporary ill effects on the attendance at the College, which this movement had caused. He said in regard to it:

The numbers in attendance steadily increased up to the Vacation, commencing in August, 1831. During that Vacation a considerable effort and influence were exerted, by some individuals in the Town, to produce an expression of dissatisfaction at the system of Education pursued, and of a desire that it should be altered conformably to their ideas; so much temporary prejudice was thus excited as to cause the removal of a large number of Boys, and the numbers at the College fell off from 126 to 109. . . . It is evident, however, that the prejudice above referred to is dying away, partly in consequence of modifications in the course of Education, which have introduced a greater proportion of miscellaneous (not classical, that is) studies, especially in the lower part of the College, etcetera.

SIR JOHN COLBORNE'S INTIMATION OF THE ESTABLISHMENT OF UPPER CANADA COLLEGE, 1829.

In his opening Speech to the Legislature in January, 1829, Sir John Colborne said:

"Measures will be adopted, I hope, to reform the York Royal Grammar School and incorporate it with the University recently endowed by His Majesty, and to introduce a system in that Seminary that will open to the youth of the Province the means of receiving a liberal and extensive course of instruction. Unceasing exertion should be made to attract able Masters to this Country, where the population bears no proportion to the number of offices and employments that must necessarily be held by men of education and acquirements, disposed to support the laws and your free institutions."

To this the faithful Commons in their Address responded:

"We will direct our anxious attention to the state of the Public Grammar Schools and consider what improvements in the present imperfect and unsatisfactory system are best calculated to open to the youth of this Province the means of receiving a liberal and extensive course of instruction; and we are fully sensible of the vast importance of unceasing exertions to attract able Masters to the Country, where the population and wealth bear no proportion to the number of offices and employments which ought to be held by men of education and acquirements disposed to support the laws, and, what we are highly gratified to find so favourably mentioned by Your Excellency, the free institutions of our Country."

In establishing the College of Upper Canada it was the desire of Sir John Colborne to foster in the new Institution a love of the old, manly British field sports, a love which had always been a characteristic of English Public School men, and is, indeed, to the present day. And so, in obtaining the services of English Graduates for the College, Sir John not only obtained men who had the highest educational qualifications, but also those who would encourage and stimulate amongst the Boys a love of healthy and manly games, which the astute Governor rightly judged to be a powerful factor in developing amongst the lads a healthy, self-reliant spirit that would fit them to cope in after years with the many arduous and difficult problems incidental to the development of a new country.

The success that attended the efforts of the first Master of the College in this direction has become a matter of history, for the prowess of Upper Canada College Boys has been exhibited on many and many a hard fought game, whether of cricket, football, or hockey.

And not alone in the field of sport have the Upper Canada College boys earned an honourable reputation. What is true of them in that respect is also true of them in other spheres of life. Mr. Thompson, in his bright and interesting narrative of the College says:

"Upper Canada College boys have made their mark in Law, Politics and Medicine, have adorned the Pulpit, the Bench and the Bar, and have been gallant Soldiers in the armies of their own and foreign Countries; have done well as Geologists, Explorers and Engineers; have upheld the honour of their Country in Civil Government, and other callings; have distinguished themselves in Art, Literature and Poetry; have become Merchants and great Ship and Mill owners; have held high commands in British and Canadian Armies; have expelled invasion and subdued foreign and domestic foes, and in numberless ways have reflected honour upon the race from which they sprang. Even among the hundreds of deathless fame who charged at Balaclava were two Upper Canada College boys—Frederick Wells and Alexander Dunn."

As time went on, these hopes and wishes of Sir John Colborne were fully realized. The Boys attending the College became self-reliant and progressive. To keep up that spirit among themselves they combined together to publish a monthly periodical, which they named *The Boys' Own Paper*. Its rival at the time was published by Mr. J. Ross Robertson, the Editor of an elaborate Sketch of Upper Canada College. The rival periodical was known as *Every Boys' Paper*.

THE GOVERNMENT OF UPPER CANADA COLLEGE TRANSFERRED TO KING'S COLLEGE COUNCIL IN 1833.

In a Letter from Colonel William Rowan, Lieutenant-Governor Colborne's Secretary, dated Government House, York, 16th March, 1833, and addressed to the Honourable and Venerable Doctor Strachan, President of King's College, he stated that he was

Directed to acquaint you that the Lieutenant-Governor has consulted with the President and Directors and Trustees of Upper Canada College, as to the propriety of making an alteration in the Provisional Government of the College and that they concur with him in thinking that, under present circumstances, it would be advantageous to transfer the direction of the Institution to the King's College Council. His Excellency, therefore, requests that you will have the goodness to propose this arrangement, and recommend to the Council the adoption of this measure.

This Letter having been laid before the King's College Council, it was resolved, after some discussion, that the following answer should be sent by the President to the Lieutenant-Governor, through his Secretary:

To His Excellency Sir John Colborne, K.C.B., Lieutenant-Governor of Upper Canada.

MAY IT PLEASE YOUR EXCELLENCY:

The Council of King's College have deliberated upon the proposition of Your Excellency, conveyed in the Letter of Lieutenant-Colonel Rowan, dated the 16th instant, that the direction of Upper Canada College shall be transferred to the Council of King's College, and beg leave respectfully to state that they concur with Your Excellency in opinion upon the expediency of such an arrangement, and consent to assume, in conjunction with Your Excellency, the management of Upper Canada College; such management to include, as they conceive, all fiscal arrangements. The Council take it for granted that it will be fully understood that it is mainly subsidiary to the chartered University of King's College, that the Upper Canada College will be regarded by the College Council, and that no risk is incurred of their being subject to the misconstruction of recognizing, by this step, that the existence of the new Institution, in any degree, supersedes the necessity for calling into operation without delay, the University of King's College, as contemplated by the Charter. On the contrary, they consider that the making of this preparatory system of instruction as efficient as possible is a natural and expedient course for rendering the establishment of the University more immediately and extensively useful.

The Council further considers it advisable that it should be explicitly understood to what extent and in what respect the College is to be subject to the control of the Council; the attention of the Council having with this view been called to an opinion expressed upon this point in a Report made to the House of Assembly, in the last Session, by a Committee of that Body. They see no objection to conforming to the recommendation made in that Report, and they accordingly suggest:

"That it is expedient that the Minor, or Upper Canada, College, shall be incorporated with, and form an appendage of, the University of King's College, and be subject to its instruction and control.

"That the Principal of the Minor, or Upper Canada, College, shall be appointed by the King during His Majesty's pleasure (assuming that he will continue, as at present, a Member of the College Council), that the Vice-President and Tutors of the said College shall be nominated by the Chancellor of the University of King's College, subject to the approval, or disapproval, thereof.

"That it shall and may be lawful for the Chancellor of the said University for the time being to suspend or remove either the Vice-Principal, or Tutors, of the said Minor,

or Upper Canada, College, provided that suspension, or removal, be recommended by the Council of the said University, and that the grounds of such suspension or removal be recorded at length in the Books of the said Council."

If Your Excellency concurs with the Council in assenting to the suggestions made in that Report, the Council take the liberty of requesting that Your Excellency's official communication of such assent shall be made to the Council, to be entered in the Minutes of its proceedings.

JOHN STRACHAN, *President of Upper Canada College.*

KING'S COLLEGE COUNCIL ROOM, YORK, 16th March, 1833.

They especially objected to the application of the whole of the revenue derived from that Royal grant, first to a Church of England National School, then the Royal Grammar School of York, afterwards to Upper Canada College, into which that School was merged, and then to the projected University—all in the same Town.

Sir John Colborne evidently felt the force of these objections, for he directed his Executive Council to enquire fully into the whole matter. He also wished them to examine into the whole question as to why the endowment of Free District Grammar Schools, as provided for in the original Imperial Grant of 1797, had not been carried out, which the Council did, and prepared an interesting and exhaustive Report on the subject.

The Report submitted to the Lieutenant-Governor by the Executive Council was an elaborate and carefully prepared document. It fully explained why it had not been possible to carry out the Royal instructions of 1797, chiefly for two reasons: *First,* from the fact that the lands originally chosen were not judiciously selected; and, *Secondly,* that in consequence of this ill-advised selection, and the low price of the land so set apart, it was not possible to realize a fund large enough to provide for a "free Grammar School" in any of the Districts of the Province. A copy of this Report of the Executive Council was sent by the Lieutenant-Governor to each District Board of Grammar School Trustees for their information.

CHANGE IN THE ADMINISTRATION AND MANAGEMENT OF UPPER CANADA COLLEGE, 1900.

It having been considered desirable by the Government to make such a change in the Management of Upper Canada College as would place it largely in the hands of a representative Committee of Ex-Pupils, or, as they were designated, the Old Boys of the College, who had pressed the College upon the Government's attention, and through whose efforts the Endowment was about to be immediately increased by $50,000, the Honourable Richard Harcourt, in April, 1900, introduced a Bill into the Legislature respecting Upper Canada College, the effect of which was to separate the College from the State and appoint a Board of Governors, on condition that an Endowment of $50,000 be raised. In doing so Mr. Harcourt referred to the long and successful career of the College, dating from 1829, and having among its head Boys such eminent Canadians as the late Honourable Mr. Crooks, Chief Justice Moss, Mr. Edward Blake, the Honourable M. C. Cameron, Christopher Robinson, Bishop Baldwin, and others. Continuing Mr. Harcourt said:

Forty of its former Pupils were now fighting in South Africa for the Queen. Last year more than forty of its Boys matriculated at our leading educational institutions.

The Bill proposed the appointment of a body of seventeen Governors, in whom would be vested full authority and management. Six of these would be ex-officio, as follows: The Chief Justice of Ontario, the Minister of Education, Treasurer of the Law Society, Chancellor of Toronto University, President of Toronto Board of Trade, and the President of Upper Canada College Old Boys Association. Of the balance three are named by the Old Boys Association, and the balance by the Lieutenant-Governor in Council, two of the latter eight to retire annually. The College Property at present consisted of thirty Acres of land, which, with Buildings, was valued roughly at $300,000, and invested securities amounting to $36,450.

Last year the resident pupils numbered 303, compared with 179 in 1896, and was steadily increasing. This College would compare favourably with English residence Schools, and, under the new Regulations, would be modelled in part after Eton, Harrow, Westminster, and Rugby. The last clause provided that $50,000 shall be subscribed for the permanent fund of the College by October 1st next, after which the Act will be put into force by proclamation.

Mr. Whitney declared his hearty approval of the Bill. He had always thought that such an Institution, properly managed, would be of great value to the people of Ontario.

CORNER STONE OF THE NEW BUILDINGS FOR UPPER CANADA COLLEGE LAID IN DEER PARK, NORTH TORONTO, IN 1900.

Lady Minto came up from Ottawa to perform the ceremony, which was witnessed by a great gathering of prominent ladies and gentlemen. The afternoon was marked by beautiful weather, which, with the presence of the Vice-Regal party, made it an event of more than ordinary pleasure to those who attended. Lieutenant-Colonel G. T. Denison, Chairman of the Board of Governors, presided.

After the meeting had been called to order, the Chairman called on Dr. Parkin to state the object of the meeting. Dr. Parkin said:

"I am glad to comply with the Chairman's request, and say a few words about the new building, of which the corner-stone is now to be formally laid. It may seem a good deal to have asked Your Excellency to come all the way from Ottawa to lay the foundation of a school building intended for only sixty resident and forty day pupils. But it is a part of a large plan, and we believe that in undertaking this work we are making an important advance in the purpose on which we have set our minds, namely, the establishment on a firm basis in Canada of a really great public school, which will be to this country what the famous English schools of the same type have been to our mother land. A school of this kind, with 300 boys, as we now have on our lists, with accommodation for 400 such as we shall have when this building is completed, gives the advantage of a large educational community. But all experience shows that to secure good training the large community must be broken up into separate homes with a manageable number of boys. We therefore hope to see the building of this house, which we aim at making as perfect as possible, followed by that of others.

"By building these homes; by decreasing the number of pupils in our main college building; by gradually limiting the number of day boys; by striving in every way to make the surroundings of school life here beautiful, healthful and efficient; by aiming to make it the home of Christian teaching, we believe that we shall be building up on sound lines an institution which may have a profound influence on the future of the country. Upper Canada College has had a past of which we are proud, and especially through the patriotic services which her Old Boys have rendered to Canada and the

Empire. We hope to make for it a still larger future. What we are doing to-day proves that we are going through a stage of healthy development. The building up of a great school is anxious work. But with the loyal support of our Old Boys and of the friends who believe in what we are doing we look forward with confidence to steady advance from the new beginning which we are now making.

"I wish here to thank publicly the many friends who have by their generous assistance made it possible for this work to go on. I desire especially to acknowledge the great debt that the college owes to the committee which undertook last autumn to raise the money we required—Mr. Hammond, Mr. Nicol Kingsmill, Mr. Creelman and Mr. Barwick.

"I must now in the name of our whole college express our gratitude to Your Excellency for the encouragement of your presence with us to-day. Though you are here at great personal inconvenience, as I know, I trust that in years to come you will not regret the association of your name with Upper Canada College, and I can assure you that we deeply appreciate the interest you have shown in our work here, as indeed His Excellency and yourself have shown in everything that concerns the welfare of Canada."

The Honourable G. W. Ross, on being called upon, said:

"In those olden, golden days, to which reference is made, I was sponsor for Upper Canada College. I was, of course, greatly interested in its welfare, as now, but in a larger measure than now the responsibility for its success devolved upon me as the Minister of Education. I know what it had to contend with. It had a great history, and I was most anxious that it should be true to its traditions. Anything wrong that should happen to such a College, with such a career, would be nothing short of a calamity. I had associated with me a loyal Board of Trustees and a body of Old Boys who were anxious for its success. Buoyed up with these circumstances, I lent myself to the task of endeavoring to extend the usefulness of the College. It had its dark days, days that looked as if the cloud was going to cover over its future career. I had the assistance of your present Chairman, who was indefatigable in promoting its interests, and who has devoted more of his time than one could reasonably expect towards its prosperity. We had first to seek for a new Principal. Between us we discovered Doctor Parkin, and he rediscovered Upper Canada College. I do not know whether the discoverers of Dr. Parkin or the discovered Doctor Parkin deserve the more credit. I congratulate you upon the success of his administration. He deserves well not only of the College but of every friend of education in Canada, and I congratulate him upon the exceptional interest he has shown in the future life of the College, and the many hundreds, and many thousands, of friends new and old whom he has quickened into promoting its interests."

Mayor Howland, upon being called upon, said he had had the privilege of being a Scholar of old Upper Canada College when it was in its old position in the City. They looked forward to its future in its present situation with the same faith and affection as when it existed in the centre of Toronto. He congratulated the College on the fact that the only two Canadians who had in fifty years' interval won the distinction of the Victoria Cross were formerly Pupils on its roll.

Mr. George R. R. Cockburn, as former Principal of the College, congratulated Doctor Parkin on the success it had achieved under his principalship.

The Reverend Professor Wallace, a graduate of the College, led in Prayer for the consecration of the Building, the safety of the workmen, the Divine guidance of the Principal, the Masters, the Boys, and the Old Boys.

The Corner Stone was placed in position and a box deposited beneath it, containing copies of the daily papers of Toronto, a copy of the College Roll of Pupils from 1829 to date, of Robertson's "Landmarks of Toronto," containing an outline history of the College; a complete set of Canadian Coins; and Papers containing an account of the death and funeral of the Reverend Doctor Scadding, the first Head Boy of the School.

Colonel Denison, in a short concluding address, paid a warm tribute to the late Judge Kingsmill for his services on the College Board. To the Old Boys Association, also, much credit was due. They also owed every possible credit to Doctor Parkin for the work he had done. In conclusion, Colonel Denison presented Lady Minto with a handsomely-engraved silver Trowel, as a token of gratitude for her services of the day.

Her Excellency responded in the following words:

"I assure you that it has given me very great pleasure to come here and lay this Foundation Stone. I feel very proud of being connected in this way with this College, which has made such a name for itself already, and especially under the able guidance of Doctor Parkin. I hope this preparatory School will be successful in every way, and that many Boys will be educated here who will eventually leave their mark in the annals of Canadian history. I thank you very much for this beautiful Trowel, which I shall always keep as a memento of this occasion."

In laying the stone in its final position, Lady Minto said:

"We place this Corner-stone in the foundation, in the name of the Father, the Son and the Holy Ghost; that this may be set apart for the advancement of Christian learning and the setting forth of God's glory, through Jesus Christ, His only Son, our Lord."

Prayer and benediction by the Bishop of Toronto concluded the formal ceremonies, after which Colonel Denison called on Premier Ross to address the gathering. Mr. Ross expressed delight at having the pleasure of taking part in such a ceremony in the interests of Upper Canada College.

The proceedings then terminated with the singing of the National Anthem.

RELINQUISHMENT BY THE GOVERNMENT OF THE MANAGEMENT OF UPPER CANADA COLLEGE IN DECEMBER, 1900.

On the 14th of December, 1900, a unique ceremony, marking a distinctly new era in the history of Upper Canada College, took place in the Office of the Minister of Education.

The occasion was the formal relinquishing by the Government of the supervision and management of Upper Canada College and its property, which now devolves upon the new Board of Governors appointed under the terms of the Act passed at the last Session of the Provincial Legislature. The Honourable Richard Harcourt represented the Government, and the Board of Governors was represented by the following: Chief Justice Armour, Colonel G. T. Denison, Messieurs W. R. Brock, M.P., J. S. Willison, W. T. Boyd, F. Arnoldi, Q.C., John Henderson, W. D. Matthews, and J. W. Flavelle.

On calling the Meeting to order Mr. Harcourt explained the object of the gathering, and said:

"Our meeting to-day marks an era in the history of Upper Canada College. The last pages of one chapter have been written and finished, and the first pages of the succeeding Chapter will contain a record of to-day's proceedings. Those of you who have had an official connection with the College in the past will undertake your new duties and assume your wider responsibilities with increased interest and zeal. The newly appointed governors will commence their work with a full sense of the great importance of the trust imposed in them by the Province through its Government and Legislature. The Government has never been, I am glad to say, indifferent to, or unmindful of, the interests of the College. On the other hand, it has always fully recognized the important and valuable work it was so well doing, and has done all that it could, from time to time, to make that work still more valuable and more effective. We all felt that there was room for the College; that there was special work for it to do; that to keep it strong and efficient would be to educate, within the Province, scores of boys who otherwise would be sent to Europe or to the United States to be educated in residential Schools. There was admittedly a plain need, in fact, for a large and well equipped Residential School of this kind.

"The records of the College take us back more than seventy years, and hundreds of its Students have won honour and distinction in every walk of life. The long beadroll of educated men who have left its halls contains the names of not a few learned Judges, brilliant Advocates and eminent Physicians. We find them in every Province of the Dominion, in every portion of the British Empire, prominently engaged in professional life, in commercial life, and in every sphere of business activity. During the last twelve months scores of them have been doing their whole duty, patiently and manfully, encountering severe hardships, enduring great privations, in the service of the Queen in South Africa. Long years ago one of them so distinguished himself and honoured the College by deeds of gallantry as to win the much coveted Victoria Cross We have every reason to be proud of its past history, and to feel grateful to its Masters, Teachers and Trustees, who have discharged their high duties to the Collegiate and to the State, with faithfulness, efficiency and zeal.

"Up to the present moment the Government of the Province, through the medium of a Board of Trustees appointed by it, has had control, supervision and management of the College and its property. That control and supervision ceases to-day, and hereafter it devolves upon you, its new Governors, appointed under the legislation of the last Session. Speaking for both the Government and the Legislature, I may safely say that I have not the slightest misgivings as to the future of the College. Its prospects are bright indeed. Its friends during the recent Session of the Legislature promised to secure, and as a fact have actually received, generous donations from ex-students and others, to be devoted to college purposes, to the amount of $50,000. From time to time, so strong a hold has the College on its old friends and Students, additional sums, when required, will doubtless be forthcoming. The Principal, Doctor Parkin, is a man of untiring energy and conspicuous ability, and everyone knows how constant and unselfish his devotion is to the interests of the College. This fact, alone, is no small guarantee of its future success. Hoping that its future may be as bright as we all so confidently expect, I now ask you, as the Statute directs, to elect one of your member as Chairman."

Mr. W. D. Matthews, after briefly alluding to the responsibilities and duties of the Chairman's position, moved that Mr. W. H. Beatty be elected.

Colonel Denison seconded the motion, which was carried. The Meeting then adjourned.

REMOVAL OF UPPER CANADA COLLEGE FROM RUSSELL SQUARE, KING STREET, TORONTO, TO ITS NEW HOME IN DEER PARK NORTH, 3RD OF JANUARY, 1902.

The removal of Upper Canada College from the old historic quarters on King Street to its new Home erected at Deer Park naturally attracted the attention and interest of the citizens of Toronto and of the Province at large.

Upper Canada College, in its new Home, is, without doubt, one of the most completely arranged, and conveniently fitted Colleges of the Dominion. An account of the various departments of the College will be of interest.

The Classical department is, of course, the chief feature of the College work, and eight Rooms are required for this department alone, each Room being 25x33 feet, and seated with the most approved kind of desk. It has of late years been thought wise to devote more attention to the commercial side of the College work; and, with this object, two large Rooms are reserved for Classics and one for a College Bank and Typewriting. The Bank has a Counter and the various Wickets of a regular Bank, and here the Boys can learn every branch of banking, so as to fit them for any position, as far as routine goes, in a modern banking House.

There is a well-appointed Gymnasium, in which are also stored the Rifles for the new College Corps; there is also an outside Reading Room, fitted up with tables and reading desks for Periodicals; a swimming Bath and shower Baths, and Skating Rink, north of the Gymnasium, sheltered from the sun's rays.

In the Science Department two Rooms are used exclusively by the Boys—one a large Lecture Room with semicircular Seats rising to the back of the room, and fitted with sliding Blackboards, and the other a practical Laboratory, fitted up with three long Tables with Sinks, Pneumatic Troughs, Shelves for Chemicals and Apparatus, Drawers with locks for each Boy's outfit, etcetera.

Opening off this Room are the Rooms for the different kinds of Apparatus for illustrating Physics and Chemistry. Here are stored away on shelves electric appliances of various kinds, Air-pumps with interesting attachments for experimenting in Pneumatics, a working Hydraulic Press, curious pieces of Apparatus to show the working of Centrifugal and Centripetal forces, Pumps of various kinds used in teaching Hydraulics, Microscopes and Lenses for teaching Optics, and models of the various systems of Pulleys, Levers, and Screws.

In the Science Master's private Room are the finer instruments, a Becker's Balance, delicate Thermometers, Spectroscopes, and finer Chemical Apparatus used in Quantitative and Qualitative analysis. Opening off these Rooms in the Basement is the storeroom for Geological and Mineralogical specimens; specimens and models, life-size, for illustrating Physiology and Botany. A large proportion of these specimens were given to the College. The work in the Science department is taught experimentally and by the use of good models.

In the Commercial Department two Masters give their attention solely to the cause. In addition to the ordinary English and Literature lessons, the newspapers are subjects of study.

After all, there is to the live business man but one great text-book—the Daily Newspaper. Twice a week a daily newspaper is read and studied by the class, the same as the Text-Book of any other subject. Reports of Committees, Minutes of Meetings, proceedings of Conventions, Resolutions, etcetera, constitute the matter that a business man will be likely to be called upon to read in public.

THE PREPARATORY SCHOOL OF UPPER CANADA COLLEGE.

These are read with a view to the Pupils becoming good, impressive public readers. The Boys are taught the meanings of the terms and formulæ found in the financial and commercial columns of a newspaper, and they are illustrated as far as possible practically. Business composition of all kinds, such as Telegrams, Advertisements, minutes of Committees, accounts of local events—in short, the kinds of composition that business men ought to be familiar with, are taught.

The History of Britain and her Colonies, with special reference to Canada and her institutions, form part of the course. The Geography is confined chiefly to Trade geography—the natural resources, Manufactures, Imports, Exports, and Commercial facilities of Canada and the Countries having trade relations with her.

A persistent effort is made to teach the Boys a good, plain business style of penmanship. Price and parcel marking, billhead designing and ornamental Penmanship generally are also taught. A large collection of these is exhibited to show the nature and extent of the work done.

Commercial Arithmetic and Algebra, practical Geometry and Linear Perspective, are also taught. But the chief subjects of study are Bookkeeping in all its branches, Banking, indexing, docketing, and methods of filing Letters, Receipts, Invoices, cancelled Checks, etcetera.

Two hours a week are given to Elocution, and by means of Readings, Recitations, public speaking, etcetera, an effort is made to fit each Boy, as far as possible, to take an easy and creditable part in Public Meetings.

Isaac Pitman's Phonography is the shorthand of the institution, and special arrangements are made with him to grant, under his own hand, certificates as to speed and accuracy in this course.

The Pupils are allowed to select either French or German, but are permitted to take both, if their time will allow. Business Correspondence in these languages is the object aimed at.

Typewriting is a special feature of the Course. There are five machines now in use, and others will be added as they are required. The Boys are taught to write rapidly to dictation of Business Letters. Tabular work in all its varieties and the mechanism of the machines are taught.

Aside from the value of a practical knowledge of Typewriting, this is found to be one of the best methods of teaching correct Spelling, Punctuation, and sentence structure.

It will thus be seen that the arrangements made for instruction in these practical departments are most complete and comprehensive. There are commodious and elegant Music and Art Rooms, Public Hall, Swimming Baths, etcetera.

Every convenience has been provided; and, under the teaching of the large and efficient Staff, the life and training of a pupil at Upper Canada College leave nothing to be lesired.

Much attention is paid to the physical development of the boys. Physical training forms part of the regular school routine, and all boys who are not hindered by weak health are expected to take part in school games. The part of the grounds set apart for this purpose covers over twenty acres.

THE PRAYER HALL, UPPER CANADA COLLEGE.

Those Masters who are in residence have each under his charge from twenty to thirty boys in his "house." These houses are not detached from the main building, but the rooms are so arranged that, although under the same roof, each Master's "house" is isolated from the others.

As reported by Inspector Hodgson, the College is generally divided into three Schools—Upper, Middle, and Lower—containing eleven Forms, thus affording ample scope for choice as to the particular studies desired. The Upper School deals with work in all the departments prescribed for pass and honour Matriculation at the English, Canadian, and American Universities. The Commercial Form includes practical work in Natural Science, a thorough training in Banking, Bookkeeping, Storekeeping, Shipping, Insurance, Precis writing, Stenography, Typewriting, and Commercial work of all kinds. The lower Forms, of course, are preparatory to the upper.

A special feature of the College, as compared with other educational institutions, is the great care and systematic attention paid to the requisite conditions for Physical and Hygienic culture. The possession of a well equipped Gymnasium, including a Swimming Tank, under the charge of competent and painstaking Instructors, renders possible and feasible an amount of direction and supervision that are all but impossible in ordinary day Schools. This system of Physical training is supplemented by various Club organizations, Cricket and Football in Summer and Autumn, and Hockey in Winter. Practice of these games has a great deal to do with that *esprit de corps* which has always been a marked characteristic of Upper Canada College Boys.

The Time Table is judiciously arranged, the various subjects being assigned time commensurate with their importance. The Physical Training, consisting of Drill and Gymnastics, is done mostly after school hours; so, also, is Swimming and Military Drill. A special feature of this Drill is the good discipline maintained by the Officers, Senior Boys, without the aid of Masters.

The Teaching Staff is composed of thirteen well qualified Masters, most of them Graduates with high university standing. The methods of teaching are modern, practical, and adapted to the comprehension of the Students. The conversational method is used in German and French, and the continental mode of pronunciation is used in Latin and Greek. The discipline is highly spoken of, being firm, but kind, and appealing to the Boys' innate sense of manliness.

The College Library is well supplied with choice literature, while the Boys have access to all the modern Magazine publications and the Daily papers of Toronto. The Boys themselves publish the *College Times*, an illustrated monthly publication of twelve pages, and one reflecting great credit upon the zeal and ability of the young editors and contributors, as did the *Boys' Own Paper* (of 1858) on the Boys of that time.

The Rules and Regulations are devised so as to assure the greatest liberty for the Boys consistent with the purposes of such discipline and education as shall develop them in accordance with the highest ideal of manhood. Not only is Divine Worship held in the College, according to the Church of England ritual, but each Boy may attend his own particular Church outside of the Building. Sunday is not "a shackle and yoke," as Luther describes one phase of it, but a day of Religion, combined with physical recreation. The Boys may walk through the Country in the afternoon and visit their friends near the Building in the evening, provided they are back by half-past nine.

After breakfast each day the Boys go to study, and then all assemble in the Chapel for morning prayers. Physical culture is taken in the afternoon, and at 4 o'clock a roll-call of all the Boys in the College is made. Supper at 6, play in the close until 7.15, study until 9.30, then all lights must be out, and strict silence observed for the night. On Saturday afternoons free leave of absence is given, except to such Boys as have forfeited it by misconduct. Strict cynosure is exercised as to this leave of absence, so that each Boy's whereabouts at any hour is known to the Master.

The Site of the new College was purchased from Mr. Baldwin, of Mashquotch, at a cost of $35,000, which is provided for out of the Endowment Fund, which amounts to $275,000. The Building itself cost about $100,000, and grading the Site, Fencing, Fixtures, etcetera, cost an additional $40,000.

The view of the new College we present here is taken from the south-east aspect, and is a striking representation of the College as it appears to-day.

It is situated about a mile from the City limits, in Deer Park, a suburb of Toronto. It is built facing the south, and is about three miles from the Lake front. The Lawns and Park cover an area of thirty Acres. The landscape scenery around the College is the finest about Toronto, and from the windows of the College the country may be seen for miles around; to the north may be seen the Oak Ridges twenty-five miles distant, to the east the Scarborough Heights, to the west the Hills of Caledon, and to the south, overlooking the City and the Island, the broad expanse of Lake Ontario.

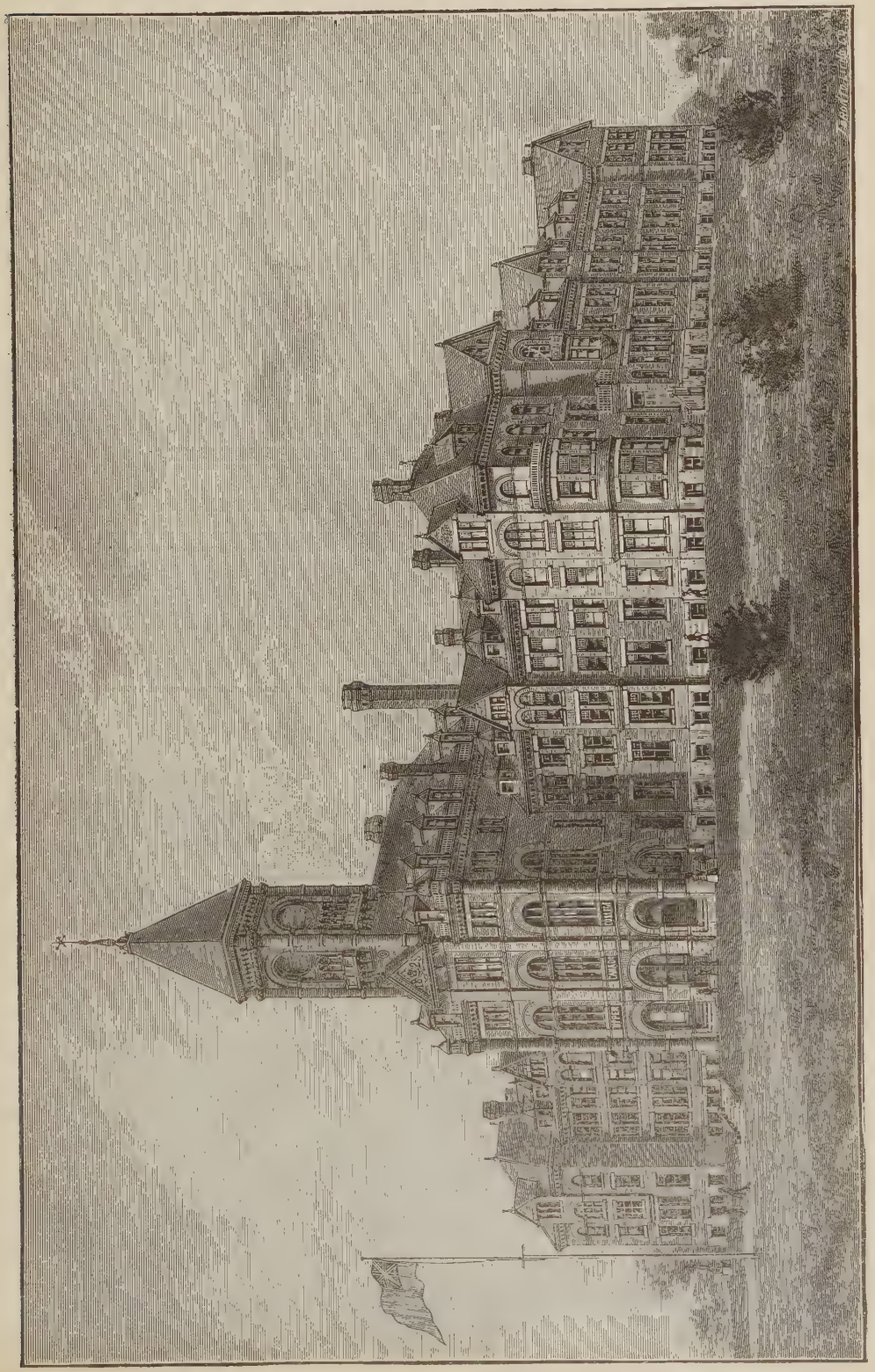
The College Building is in the form of an E, the main part facing the south and the wings running to the north. The Class Rooms are spacious and well lighted; each Bedroom is furnished for one or two Boys. The new College stands to-day a witness of the progress and development of our Country. Let us not forget that to our forefathers, upon whom fell the burden and the heat of the day, belongs the credit and the honour. To the old pioneers, many of them Upper Canada College Boys, Canada owes her proud position to-day.

It is impossible within the limits of this article to follow in detail the history of the Institution, bristling as it does with interesting and instructive incidents. Much could be written of the many features of life at the old College, which the old scholars, still surviving, look back upon with so much pleasure and pride; of, for instance, the enthusiasm of the Boys when the Rebellion in 1837 broke out, in offering their services in the defence of their country to Sir Francis Bond Head; to which offer we read that His Excellency courteously replied that as adult Volunteers were pouring in at such a rate he felt justified in declining their offer for the present, and that, perhaps, they could best serve their country at that time by remaining at their College at home.

We might also relate much concerning two Alderdices whose long and honourable connection as Janitors of the College won them the esteem and affection of both Pupils and Masters.

The Reverend Doctor McCaul succeeded the Reverend Doctor Harris as Principal, and his place was taken upon the establishment of University College by Mr. F. W. Barron, M.A. The Reverend Doctor Stennett followed, and then came Mr. G. R. R. Cockburn's term of twenty years. Mr. J. M. Buchan was Principal from 1881 to 1885, when Mr. George Dickson, M.A., was appointed.

In 1903, Mr. Henry W. Auden, M.A., the new Principal of Upper Canada College, formerly Assistant Master in Fettes College, one of the best known educational establishments in Scotland, was appointed. He was educated at Shrews-



UPPER CANADA COLLEGE, NORTH TORONTO.

bury School, remaining there from 1881 to 1886. In October of the latter year he entered Cambridge University, having been elected to a Senior Open Classical Scholarship at Christ's College. During his residence at Christ's College he obtained the College Prizes for Greek and Latin Verse Composition, and the Porteous Gold Medal for Latin Prose. In June, 1887, he obtained the Bell University Scholarship for Classics. In 1889 he graduated B. A., obtaining First Class Honours (Second Bracket) in the Classical Tripos, Part I. Remaining at Cambridge for a fourth year, he devoted himself to the study of the Comparative Philology of the Greek and Latin languages and the acquirement of a knowledge of Sanskrit. He has since graduated M. A., and is a member of the Senate of Cambridge University. After a short residence at Marburg, where he attended the lectures of Professor Niese and Professor Vietor, he was appointed, in 1891, Assistant Master at Fettes College. While in this position he had striven to keep in touch with the progress of classical studies, both in England and in Germany, and to understand the wider problems of education, especially the study of its methods. He has travelled in Italy and devoted his attention to such of the antiquities of Rome as are important for a thorough appreciation of Latin literature. He has edited the Pseudolus of Plautus for the Cambridge University Press, the Pro Plancio of Cicero for Messieurs Macmillan, and also the Latin Phrase Book for the same Publishers, and he was the General Editor of the classical series issued by Messieurs Blackwood.

The following is the list of Principals of Upper Canada College since its foundation by Sir John Colborne in 1829:

The Reverend Joseph Harris, D.D., 1829.
The Reverend John McCaul, LL.D., 1838.
Mr. F. W. Barron, M.A., 1843.
The Reverend W. Stennett, M.A., 1856.
Mr. G. R. R. Cockburn, M.A., 1861.
Mr. John M. Buchan, M.A., 1881.
Mr. George Dickson, M.A., 1885.
Doctor G. R. Parkin, C.M.G., 1895.
Mr. Henry W. Auden, M.A., 1903

In 1904, Mr. Frank Arnoldi, K.C., edited a beautiful and elaborate Sketch of Upper Canada College, which he designated "An Epoch in Canadian History," containing a number of most interesting facts connected with the history of the College, and also containing a fine, full length steel engraving of the likeness of Sir John Colborne, the Founder of the College, who was afterwards raised to the Peerage as Lord Seaton, and Field Marshal of the Empire. The "Epoch" also contains more than thirty other illustrative engravings.

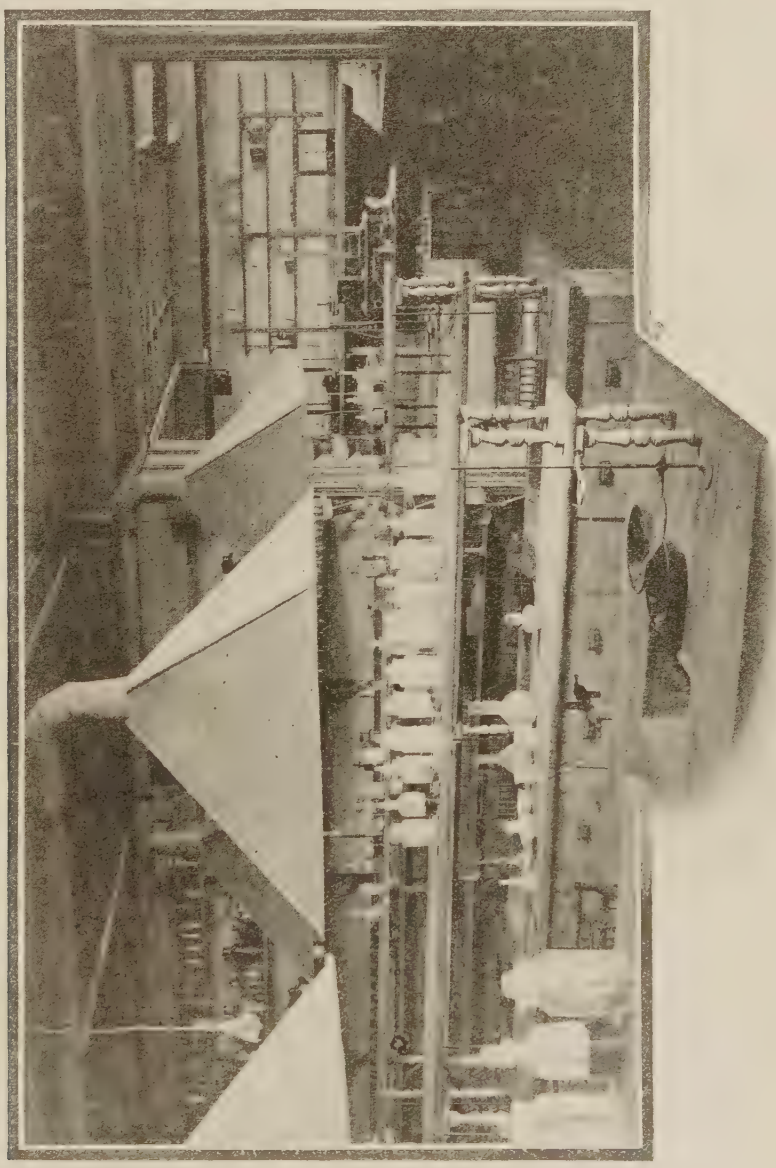
The following is a sketch (condensed and slightly modified from the one in the "Epoch") of the history of the College by Mr. Arnoldi:

Sir John Colborne proposed the establishment of a Minor College on the lines of his own Alma Mater, Winchester College, introducing, at the same time, some of the improvements which he had employed in his reconstruction of Elizabeth College, Guernsey; in fact, a very close parallel exists between the lines of the Canadian College which he established and the constitution of both of these old foundations. . . .

Upper Canada College was opened with a good deal of ceremony on the 8th day of January, 1830. From that day to the present it has done its work nobly and well; and has sent out upwards of eight thousand of its sons with the scholastic attainments which it has always been so capable of imparting, and with the characteristics which are necessarily found in a large Public School, where truth, honour and manliness are inculcated as the sound basis of conduct. The boast of the great English Public Schools has always been that they made the Legislators, the Professional men, the Soldiers and

heroes of the nation. No less has this been the case with Upper Canada College, which, in recognition of this fact, has been well designated "The Canadian Eton." . . .

The College, as intimated, was opened on the 8th of January, 1830, in the Building which had hitherto been the "Home District Grammar School," after referred to as the "Blue School," because of its exterior colours. . . .



THE CHEMICAL AND PHYSICS LABORATORY, UPPER CANADA COLLEGE.

In the Summer of 1831, the Buildings of the College were completed. They were situated on the block known as Russell Square, bounded by King Street on the south, John Street on the west, Adelaide Street (then Newgate Street) on the north, and Simcoe on the east. These buildings were substantial brick structures. Besides the

main School Building, there were four commodious Residences for the Masters, and later the Pupils' Boarding House was added. . . .

By the end of the eighties the city had grown thickly around the old Site on King Street. As the years progressed, modern equipment was called for and new buildings became a necessity, and a new Site was desirable. Other circumstances also made it expedient to provide a new Home for the College and in a new situation. A most excellent wisdom guided those who chose the Site for the new Buildings of the College. It was finally fixed upon the height of land in the Deer Park, to the north of Toronto, where the present very fine Buildings, comprising the Main School and adjoining Residences, were completed in 1891. . . .

The College with its Staff and Pupils was successfully removed to the new quarters in 1891. The responsibility of the removal rested upon Principal Dickson, and well was it discharged. . . .

Until the passage of the Act of the Ontario Legislature, 63 Victoria, Chapter 55, the College was an Institution under the control and management of the Government of Ontario, which provided in different ways, and at different times, for its administration. That Act, however, did away with the *regime* which preceded it. It constituted a Board of seventeen Governors, as a private corporation, to whose administration it committed Upper Canada College, with its property, and the remnant of the endowment.

Mr. Auden also prepared the following Sketch of the removal of the College to the New Buildings erected in 1890-1891 on its present Site in the Deer Park:

"The summer months of 1891 witnessed the desertion of the familiar old quarters on King Street, replete with memories dear to thousands of the flower of Canadian youth, and hallowed by the tender associations of sixty long years. There was a pathos in the act of removal which smote not a few hearts among those who from boyhood's days had known the College and been loyal to it. Chiefly, we can well imagine, however, must the disrption have affected those old Masters who were now not only parting with the College haunts, but were severing the ties that had long bound them to the institution itself. Keen as their regret must have been, theirs was the solace of duty well done, and the consciousness of meriting approval where faithful service claims, even though it may not always receive, its reward. Not without satisfaction must the thought have been, that the College, while betaking itself to a new home, had passed the dangers which had long beset it, and been set free, finally, it is hoped, from the perilous fortunes of political vicissitudes. In entering on a new phase of existence it did so with the honours which it had so well won, added to the advantages of historic reputation and traditional interest."

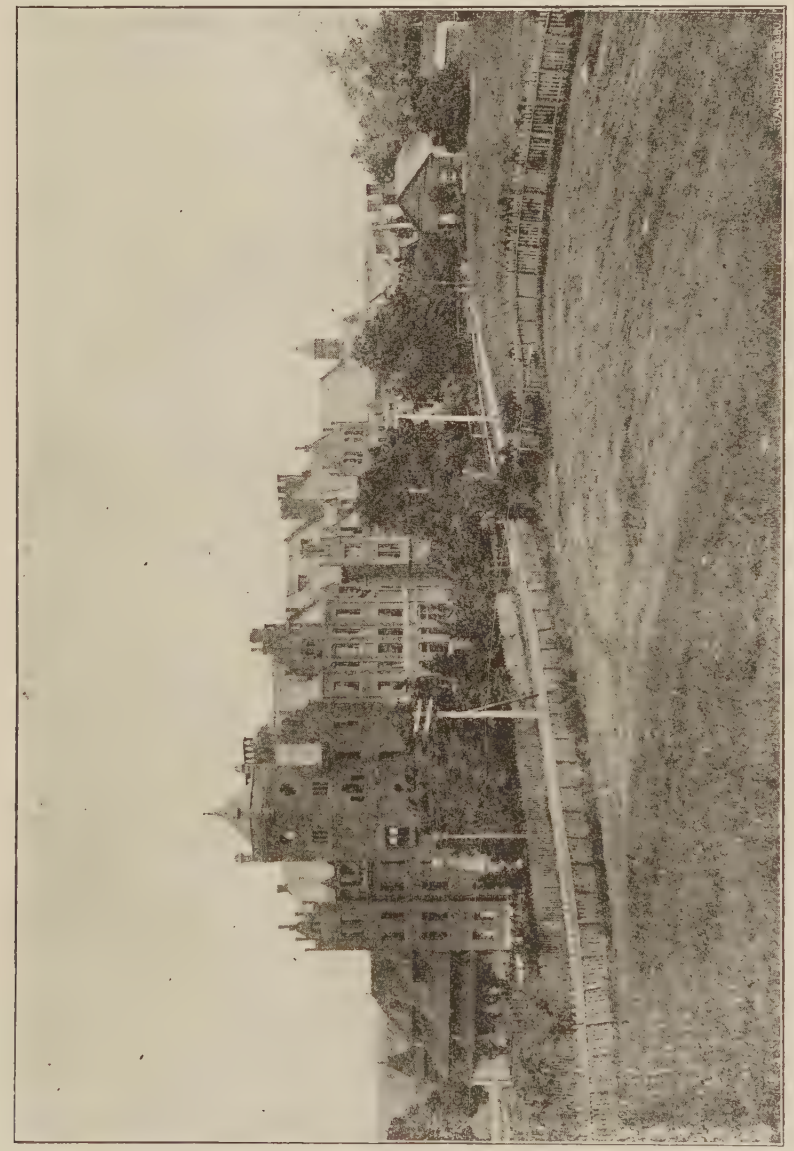
The Trinity College School, Port Hope.

Trinity College School had its origin in the Church of England School, which was opened at Weston by the Reverend W. A. Johnson, Rector of the Parish. In the year 1865 it was opened as The Trinity College School, under the Headmastership of the late Reverend C. H. Badgley, M.A. It was incorporated by the Legislature of Ontario in 1871.

In 1868 the Governing Body acquired a fine property, comprising about twenty Acres of Land, situated one mile east of the Town of Port Hope, overlooking Lake Ontario, and there new Buildings were commenced.

In 1870 the Reverend C. J. S. Bethune, M.A., became Headmaster, a position which he held for thirty years, and under him the School steadily grew in numbers and in public esteem. Handsome new buildings were provided, and a great many Boys received their education there.

The object of the Founders of the School was to furnish a first class education on the general lines of the great Public Schools of England. Two main features mark its work. Religious instruction is combined with secular training, and it is essentially a Residential School. Very few Day Boys were admitted,



TRINITY COLLEGE SCHOOL, PORT HOPE.

and they had to conform in every way to the Rules of the School. While the Religious Instruction is in accordance with the Tenets of the Anglican Church, provision is made for Boys who do not belong to that Communion to attend at their own Churches.

In February, 1895, a great fire swept away the School Buildings, with the

exception of the Gymnasium. At once, however, steps were taken to rebuild, and the present handsome fireproof Buildings were erected in their place.

The Chapel, which is designed by Mr. Frank Darling, of Toronto, is one of the most beautiful ecclesiastical buildings in Canada. A new Hospital and Infirmary has been built within the last year.

The Governing Body consists of the Bishop of Toronto, the Chancellor, Provost and Professors in Arts of Trinity University, the Headmaster, three Representatives of the Old Boys Association of the School, and ten elected Members.

The following have been the Headmasters from the foundation:

The Reverend C. H. Badgley, M.A., 1865-1870.
The Reverend C. J. S. Bethune, M.A., D.C.L., 1870-1891, 1893-1899.
The Reverend A. Lloyd, M.A., 1891-1893.
The Reverend R. Edmonds-Jones, M.A., 1899-1901.
The Reverend Herbert Symonds, M.A., D.D., 1901-1903.
The Reverend Oswald Rigby, M.A., LL.D., 1903, the present Headmaster.

During the period that the Reverend A. Lloyd was Headmaster the Reverend Doctor Bethune acted as Warden.

Among the Pupils of this School who have distinguished themselves may be mentioned the first head Boy, Doctor Osler, Regius Professor of Medicine at the University of Oxford; the Bishops of Nova Scotia, Chicago, and the Philippines, the Chancellors of the Dioceses of Toronto and Niagara, Mr. Forster Boulton, Member for Huntingdonshire in the Imperial Parliament; Mr. M. S. McCarthy, Member for Calgary, and many others.

The School accommodates about 140 Boys, who come from all over the Continent. Twenty Bursaries of the value of $195 a year are offered to the sons of the Canadian Clergy. There are several valuable Scholarships and Exhibitions, and ten Entrance Scholarships for Boys under thirteen are offered for competition. (*Communicated.*)

PORT HOPE, 1907.

CANADIAN LITERARY INSTITUTE, NOW WOODSTOCK COLLEGE, 1857-1910.

BY MR. CLARKE.

The founding of the Canadian Literary Institute, now known as Woodstock College, dates from the 18th of March, 1857, when the first Board of Trustees was organized, the Corner Stone of the first Building being laid on the 23rd day of June of the same year. At that time there was a combination of conditions that might be regarded as extremely favourable to the opening of the Institute. The need of a Baptist educational centre was very strongly felt throughout the Denomination, and there were devoted friends endeavouring to establish such a centre with a persistent self-sacrifice that was in itself an assurance of ultimate success. The status of public education was far below what it has attained in more recent years, and in this fact was offered a sort of guarantee of support to a School of superior grade. While these conditions were favourable, there were at the same time others that might have discouraged the bravest. The Baptists were a disunited body, distrustful of each other, and apparently incapable of uniting heartily in support of any project. Twice already had attempts been made to establish a Baptist College

in Canada, and the double failure had dampened the ardour of many, and proved perhaps the most serious obstacle confronting the new scheme.

The early life of the Institute and the life of its founder, the Reverend Doctor Fyfe, were so intimately connected that the history of the one is practically the history of the other. He was a man specially endowed, and fitted to be the leader of an educational work under conditions such as existed at the time the School was planned, and the still more trying conditions that developed after the School was organized. A man of keen intelligence, clear-cut convictions, and indomitable courage in defending his convictions, a persistence that never drew back in carrying out his purposes, possessing a genial manner and a dignified and commanding presence, he was a man that at any period and in any country would have been pre-eminent; he seemed specially born to lead in the work to which he gave his life. In 1855 he published in the Denominational Organ a letter embodying his views of what the Baptist Educational Policy should be. In reading this Letter one is struck with that fact that his conception of education was so far in advance of his times, and with the fact also that the subsequent development of the School that he founded was practically but the working out of the principles which he enunciated at first. Former attempts had aimed at a Theological School. Doctor Fyfe organized a Literary School for young men and women with a Theological department in addition. It was planned that the School should be in the western peninsula of Ontario, and Woodstock, because of its promise of a site and $16,000 for buildings, was chosen as the location. The Institute building was not ready for occupation until 1860. The work was carried on in the face of the greatest difficulties. Subscriptions to the building fund had been received during a time of commercial prosperity; the years of building—1857 to 1859—were years of unusual depression. It looked at times as if the work must cease. This was the time when Mr. Archibald Burtch, one of the Trustees, mortgaged his own property that money might be provided to tide over a crisis. Doubtless the School obtained a warm place in the hearts of the people because its very existence at that time called for such unusual sacrifices. In July, 1860, while the Building was still incomplete, the first Session of the Canadian Literary Institute was opened with Doctor Fyfe as Principal, and with an enrollment of forty Students. The interest of the Denomination in the work grew greatly, money was more generously given, the attendance grew in a few months to eighty, and the prospects for the future were most encouraging. But on the 8th of January following the building was totally destroyed by fire and the labour of years apparently blotted out. The results following this calamity, however, showed the character of the man at the head of the Institution, and the confidence of the people who were supporting him. Two failures and a fire were not able to alter the conviction that the Baptists should have a School of their own; it seemed only to spur to greater energy and effort. The Institute was burned on the morning of the opening day of the Term; within four days Classes were reciting in the old Woodstock Hotel, rented for School purposes, and in fourteen weeks $22,000 were pledged for a new Building. This rose on the ashes of the old, but more commodious and better in every way than the first structure. The Institute could be said to be in an eminent degree successful from its commencement, and yet every year of its earlier existence was beset with great difficulties, and the burdens and anxieties that had to be borne in connection with it were sufficient to crush the strongest leader. The training that was given in its Halls had a

great influence in moulding the character of its Students, and through them the communities and homes to which they returned. The fact that the School was so perfectly adapted to the wants of the people, and that its growth and expansion were seemingly the natural evolution of the original plan, testifies to the clear insight and profound judgment of its Founder. But the difficulties from lack of funds to meet the ever growing needs were most distressing, and expansion that seemed imperative called for far more money than even the generous support of his friends afforded. The burden and responsibility in all things fell principally on Doctor Fyfe. His life was a strenuous one, such as few at this day know. He had to visit the Churches and personally solicit the money that was needed. His correspondence was voluminous, he had incessant calls to preach in various Churches, to which he responded generously, and besides this the work that he did as a Teacher was very great. In spite of all difficulties the School grew rapidly, and the Teaching Staff in both the Theological and Literary departments was increased to meet the growing demands. Too much cannot be said of the character of the work done during those early years, and of the educative influence that the Institute had, not only in the Denomination that supported it, but on the country at large. It was in many respects an educational pioneer. The standard of its course from the beginning was higher than was that of the High Schools of those early days. It provided facilities for the education of women in advance of what was available in Canada at the time. It prepared the first lady Candidate for examinations in Toronto University, and it was largely through the persistent efforts of Doctor Fyfe that the way was prepared for the later opening of that Institution to the free admission of women.

A continued extension of the educational course of the Institute was necessitated both by its own growth and also by the growth and increased efficiency of the High Schools of the Province with which it had to compete. This meant increased financial burdens and accumulated debt. Under this stress Doctor Fyfe's health gave way, and though after a rest and a visit to Europe he was able for a time to resume his work, his recovery was only temporary, and in the summer of 1878 he died, after having directed the policy of the Institute as its head for nearly twenty years. During the last years of Doctor Fyfe's life, the College, in spite of the continued handicap from lack of means, had been doing its best work. Affiliation with Toronto University had been completed, the staff increased, and the Course of Study materially extended. A period of commercial depression followed, and retrenchment became necessary. The years that succeeded were marked by a struggle for existence, as well as by the maturing of plans looking to future development.

After the chartering and opening of McMaster University in Toronto in 1887, Woodstock College was reorganized as a Boys' Academic School in connection with McMaster University. New buildings were erected, the equipment was improved and extended, and a Manual Training department, the first to be opened in Canada, was added.

The present enrolment of the College is about 175; the Teaching Staff comprises nine members, of which Mr. A. T. MacNeill, B.A., is Principal, and Mr. N. S. McKechnie, B.A., is Vice-Principal. The College has an elevated and healthy location, with a Campus comprising upwards of thirty acres. A well equipped Gymnasium and swimming Pool have recently been added, and the total present value of the College property is estimated at $200,000.

BISHOP RIDLEY COLLEGE FOR BOYS, ST. CATHARINES.

Ridley College is essentially a Residential, or Boarding, School for Boys. It differs from most Schools of its kind in having practically no day-boy element. This feature makes the discipline uniform, and eliminates the danger of infection of disease from outside sources.

The School was established in the year 1889 by a number of Laymen and Clergymen connected with the Church of England in Canada. Their purpose was threefold:

First, to afford a sound education on reasonable terms.

Secondly, to secure for its Pupils adequate Religious and Moral Instruction, the only basis of character; and,

RIDLEY COLLEGE, ST. CATHARINES.

Thirdly, to place the School in a healthy locality, away from the distractions and temptations of the City during the critical years of a Boy's life.

The School Grounds comprise about eighty-five Acres. They are on the extreme edge of the Town, and are separated from it by the old Welland Canal, no longer used for navigation. The Buildings are placed upon a high plateau, which is thoroughly drained. Almost all the School Grounds are kept for recreation, there being a good Golf course outside the Cricket and Football Fields. The truly remarkable record of health during the past twenty years is the best evidence of the healthfulness of the situation of the College.

The Religious Instruction is that of the Church of England in Canada. Morning and Evening Prayers are said in the College Building. Regular instruc-

tion is given in the Holy Scriptures every day. Instruction is also given in the Catechism and Book of Common Prayer, and in Morals. It is the aim of the Authorities to develop in each Boy a manly and earnest Christian character.

Drill.—Every boy in the College is obliged to take a course in Military Drill.

Carpenter Shop.—There is a carpenter shop in the Upper School, and regular instruction is given during the Winter months. A small fee is charged for instruction. The cost of a set of tools for beginners is eight dollars. The Principal of the School is the Reverend J. O. Miller, M.A., D.C.L.; Vice-Principal, H. G. Williams, B.A.; Dean of Residence, E. G. Powell, B.A.

Pickering College, or Quakers' Seminary, 1837.

The first steps toward the establishment of this School were taken at the Friends' Half-year Meeting, held near Newmarket, in the year 1837. Joseph John Gurney, a brother of Elizabeth Fry and a well-known Minister among

PICKERING COLLEGE, NEWMARKET.

Friends in England, was present, and largely through his encouragement and aid it was decided to establish a Friends' Boarding School near Picton, Prince Edward County.

The School was opened in 1841, and in 1848 was incorporated under the name "The Trustees of the Friends', or Quakers', Seminary."

After a continuous corporate existence of thirty years, it was removed to a more central location at Pickering, at which place it became widely known for its thorough work and home-like resident life. As its reputation grew, the Buildings and Premises became quite inadequate to meet the needs of the constantly increasing number of students, and when, on the eve of re-opening for the Winter Term of 1906, the main Building was totally destroyed by fire, it was felt that, in rebuilding, provision should be made, not only for present needs, but also for future growth and development.

The advisability of securing larger Grounds, more convenient of access, with the advantages of Town Water supply, Electric Light and Fire protection, led the management to decide upon abandoning the Site at Pickering, notwithstanding its old associations, and to select a site in the outskirts of the Town of Newmarket.

Through the liberality of the friends of the School in Canada and the United States, and the very generous aid received from Friends in England, it has been possible to erect in this place a Building ample in size, and thoroughly suited to the work of a well-equipped, modern School.

The Town of Newmarket is twenty-eight miles north of Toronto, and easy of access, both by the Grand Trunk Railway and the Metropolitan Trolley Line.

The College has an ideal location, overlooking the Town and a wide extent of country in every direction. The grounds consist of twenty-five acres, affording ample space for all outdoor sports.

The Main Building has a frontage of 210 feet. The architecture may be described as modernized Georgian, or Colonial, the materials used being red Brick with white Stone trimmings. The entrance is marked by four large Corinthian columns breaking the long line of the facade.

In designing the Building the Architect has kept in view the three principal factors in a successful School Building, videlicet, simplicity of control and internal arrangement; the lighting of Class Rooms and Bedrooms; and the expression on the facade of the purpose of the Building.

An attractive Entrance Hall, Reception Room, Office, Assembly Room, with Class Rooms and Music Rooms occupy the greater part of the ground floor; the second and third floors are devoted to Libraries, Bedrooms and Bathrooms.

The College seeks to give to its students accurate knowledge and definite training along those lines best adapted to their individual work. It emphasizes the distinctly academic side of school work in preparing students for the examinations of the Education Department of Ontario, and for Matriculation into the Universities and Scientific Schools of the Province; it emphasizes the practical side in preparing students for general business and commercial careers; and it emphasizes the aesthetic side in its fully developed courses in Music and Art. While its success in these phases of school work has been marked, in no phase has it been more successful than in fulfilling its primary purpose—the development, by a thorough training in the essentials of a liberal education, and by the healthy influences of a well-ordered home life, of cultured and Christian men and women.

In recognition of this primary purpose the founders of the College adopted co-education. They believed—and long experience has abundantly proved the justness of their belief—that co-education was the proper education, because the natural education. Young people possess social, as well as intellectual, natures, and these need development and refinement. What can be more helpful than their association under careful and judicious supervision? In Pickering College, as elsewhere, experience has shown, moreover, that such association, in giving additional gracefulness and modest self-control to the Girls' department, and a manly courtesy and deference to the Boys', is an excellent stimulus to scholarship.

The work of the College embraces several departments: Preparatory, Collegiate, Commercial, Music and Art.

(*a*) Biblical History is taught in all the Forms. (*b*) Each Form is required to do a certain amount of supplementary Reading in connection with the work in English. The list of Authors and Books is not absolutely fixed, but varies from year to year. The aim is to cultivate a taste for good literature rather than to insist upon the use of special Books. It is intended, however, that before leaving the Fourth Form each pupil shall have read some of the

masterpieces of English Literature. (*c*) The Text-books used in the Collegiate Department are those authorized by the Minister of Education for use in the High Schools and Collegiate Institutes of Ontario.

All students are required to attend the Classes in Physical Culture, for which no extra charge is made. The Course will consist of Calisthenic Exercises, Freehand Gymnastics, Exercises with Dumb-bells, Clubs, etcetera.

The officers of the College are:

W. P. Firth, M.A., D.Sc., Principal; Ella Rogers Firth, B.A., Lady Principal; Howard H. Brinton, House Master; Teachers, Hattie L. Pinel, B.A.; A. F. Grant Cadenhead; also E. L. Sutton, F. J. Sutton, James Galloway, Cicely

BRANKSOME HALL, TORONTO.

J. Cotter, Emily Faed and Sarah Dale; Chairman of the Board of Management, Albert S. Rogers; Secretary, William Harris; Trustees, William Harris, Albert S. Rogers and Esli Terrill Wooler.

PICKERING, May, 1910 THE SECRETARY.

BRANKSOME HALL GIRLS' SCHOOL, TORONTO.

Branksome Hall was opened in 1903 as a Girls' School, for day and resident pupils. The Curriculum embraces both the Public and the High School Courses, pupils being prepared for University Matriculation. All the Art Departments are fully equipped; the Domestic Arts also receive careful attention, that the pupils may be prepared to become good home-makers.

The Staff consists of Miss M. T. Scott, formerly Principal of the Girls' Department of the Provincial Model School, Toronto, assisted by eleven experienced

and thoroughly qualified Teachers, also sixteen visiting Teachers for subjects beyond the regular course.

The School has occupied retired and spacious premises on Bloor Street East, overlooking the Rosedale Ravine, where the pupils have ample space for outdoor sports.

The ideal in the teaching and discipline of the School is best expressed in Ruskin's words:

> You have first to mould her physical frame, and then, as the strength she gains will permit you, to fill and temper her mind with all knowledge and thoughts which tend to confirm its natural instincts of justice, and refine its natural tact of love.

KINGSTHORPE SCHOOL, HAMILTON.

Kingsthorpe School, the only residential School for Girls in Hamilton, is conveniently situated in the most desirable part of the city, at the corner of Forest

KINGSTHORPE SCHOOL, HAMILTON.

Avenue and Hughson Street. The house is well built, with bright airy class rooms all on the ground floor, and bedrooms on the second storey. The number of resident pupils is limited, thus enabling each to receive individual attention, and all the advantages of a well-regulated home.

The School is divided into Preparatory, Junior and Senior Departments. In the Junior, preparation is made for the entrance examination, and in the Senior for Matriculation, and the Kingsthorpe pupils have been unusually successful in both,

as well as in the University and Conservatory examinations in Music. All the regular staff are either Honour Graduates or experienced certificated teachers, and for Music, Art and other special subjects only the very best instructors are engaged. The School has the reputation of doing very thorough work and looking carefully after the health and general well-being of the pupils.

St. Andrew's Residential College, Toronto.

St. Andrew's College was founded in the year 1899. For the first six years of its existence it occupied "Chestnut Park," the residence of the late Sir David McPherson. During the last five years the College has occupied its own build-

ST. ANDREW'S COLLEGE, ROSEDALE, TORONTO.

ings in North Rosedale, where it has considerable property of twenty-five acres in extent, thus providing ample room for athletics.

Since its inception the growth of the College has been continuous. For the past three years the accommodation of the present quarters has been fully taxed, with three hundred and ten boys on the roll. The staff consists of fourteen Masters in addition to the Head Master.

There are two Schools, an Upper School and a Lower School. Boys are admitted to the Lower School from eight to fourteen years of age.

The Officers of the College are:

The Reverend D. Bruce Macdonald, M.A., LL.D., Principal; Masters, Messieurs Percy J. Robinson, M.A., Walter A. Findlay, E. M. Fleming, B.A., A. E. Taylor, M.A., H. M. Magee, B.A., K. C. Mackenzie, B.A., E. G. Savage, B.A, T. B. D. Tudball, B.A., R. Holmes, J. W. James, B.A., R. A. E. Harris, B.A., H. C. N. Wilson, B.A., J. V. Mitchell, B.A., and G. D. Atkinson.

Toronto, May 23rd, 1910 The Secretary.

ST. AGNES SCHOOL FOR GIRLS, BELLEVILLE.

This School is situated in the prettiest part of the city. There are about five acres of beautiful grounds. The School buildings are completely equipped with all conveniences and appliances necessary to the perfect School, including gas and electric lighting, good ventilating, bright and airy halls, rooms, class rooms, study rooms, art studio, music rooms, gymnasium and swimming tank, etc. Outdoor exercise is encouraged as much as possible, and the grounds consist of beautiful lawns, tennis court, croquet green, and basket-ball court. The pupils, of whom

ST. AGNES SCHOOL FOR GIRLS, BELLEVILLE.

there are an average of from 35 to 40 in residence, and about the same number of day pupils, receive individual instruction from the Kindergarten up to Matriculation, there being a staff of eight teachers in residence, besides a number who come to the School daily to teach special subjects.

Special attention is paid to Art and Music, Girls being prepared for the Conservatory examinations. The School is under the Patronage of the Lord Bishop of Ontario.

HIGHFIELD SCHOOL, HAMILTON.

The School stands on the south boundary of the City, half way up what is known as the Mountain, and in nine acres of ground, much of which is densely

wooded. The School has large, light Class Rooms, and Dormitories for thirty Boys. The School has over one hundred Boys in attendance altogether. There are five Masters The work from the beginning is directed towards Matriculation, and for this purpose the Languages are taught from the lowest Forms. The School has a good record of academical and athletic successes. The Governor-

HIGHFIELD SCHOOL, HAMILTON.

General gives a medal for Proficiency; the Countess of Aberdeen for Mathematics; the Lieutenant-Governor also gives prizes for shooting. Many other branches of work and sport are encouraged by Prizes and trophies.

HAMILTON, May 28th, 1910. J. H. COLLINSON, M.A. (Cambridge), *Head Master.*

ST. CLEMENT'S COLLEGE, EGLINTON.

A School for Boys and Girls was opened in connection with St. Clement's Church, in September, 1902, with an attendance of thirteen scholars and two Teachers.

The desire on the part of parents for Religious training and individual instruction was the cause of the Establishment of this School.

The number of Pupils rapidly increased and the registered list soon showed a hundred names.

In 1909 it was thought best to separate the Boys and Girls. This was done, the Girls remaining on the church grounds, and the Boys going to Victoria Avenue. Here, in September, the College began its first term with fifty Boys in attendance. The Building, a handsome and commodious Brick Structure, has room for thirty Boarders and seventy Day Boys, and is surrounded by five Acres

ST. CLEMENT'S COLLEGE, EGLINTON.

of beautifully wooded grounds. The teaching Staff, numbering seven, includes three Teachers with Normal training, and three University graduates.

EGLINTON, May, 1910. THE SECRETARY.

ST. JEROME'S COLLEGE, BERLIN.

Among the educational Institutions of Berlin, St. Jerome's College holds a prominent place. Its Buildings, Play grounds and private Park, together with the new Church and the Pastoral Residence, form a striking group, and show that our Roman Catholic citizens are in line with the active, progressive spirit of Berlin.

The style of architecture of the College is along Greek lines. The Building is four storeys high. The Basement wall is white stone; the body of the building

is Red pressed Brick. There are three public Entrances. The centre Entrance projects from the building and supports four fine columns of Corinthian Stone, which bear a massive pediment. Above each side entrance Corinthian pilasters support heavy balustrades. Both columns and pilasters have Doric capitals. The building provides for the Administration Department—Offices, Reception Rooms, etcetera—for a Chapel, Dining Halls, Lecture Rooms, Library, Dormitories, and about fifty private living Rooms. All the Rooms, Corridors and Halls are provided with both electric and gas lights. There are Bath Rooms on every floor.

A new Building, completed this spring, facing College Street, is along the same architectural lines as the main building. It contains a Study Hall, a Hall for experimental Science, a Gymnasium floor 107 x 60 ft., Piano Rooms, an Auditorium, a Swimming Pool 50 x 30 ft., and shower Baths.

ST. JEROME COLLEGE, BERLIN.

St. Jerome's College is in charge of the Fathers of the Resurrection, a Religious Society devoted to education. The present Teaching staff is composed of Roman Catholic Priests, born and educated in Ontario, every one of whom has made his professional studies in Europe. Acquaintance with the best of teaching methods, the practical use of several languages and a thorough mastery of the subjects taught by him, are required of every Member of the Society. There are also several laymen, Assistant Teachers, on the Staff.

The object of the College is to give boys and young men higher education. The fundamental principles of the same are expressed in the introductory remarks of the College Catalog as follows:

Our education, besides the usual instruction and training given in all such Schools, embraces as an essential element the moral and Religious training of youth.

Knowledge and learning may perfect a part of man's nature, namely the intellect, and reflect on his whole being—but the formation of character, good habits, the love and practise of righteousness, correct ideas of life and of right living, are paramount features in the education of those who are to be good citizens and consistent Christians.

In College, a broad, liberal foundation is laid for special studies, the natural abilities of the student are developed; habits of study and love of work are instilled, and systematic courses of instruction together with discipline bring out the student's intellectual and moral powers.

A College such as ours stands for higher education in the fullest meaning of the word, and should at once command the respect of all men, but particularly the confidence and unhesitating support of our Church.

A general plan of the studies pursued at the College is outlined in the College prospectus, as follows:

St. Jerome's College offers to students who wish to prepare for commercial pursuits a Commercial Course of two years; to students who wish to prepare for professional studies, such as Law, Medicine, Engineering, Pharmacy, Dentistry, etcetera, an academic, or High School, Course containing the studies usually required for matriculation in Universities; and to those who intend to study for the Church, or who aspire to higher knowledge required for Academic degrees, a College, or Arts, Course.

The studies of the Commercial Course are intended for those who wish to acquire a good English business education; they are English, Reading, Spelling, Grammar and Composition, with some knowledge of standard English Authors, Penmanship, Arithmetic, Bookkeeping in various forms, the use of Commercial papers, Correspondence, Geography, National and Modern History, Physiology, Physics and Religious Instruction. Business College features, such as Shorthand and Typewriting, are taught in this Course.

The Academic Course covers a period of three years; and the studies distributed through it are: Latin, German, French, English, Reading, Grammar, Composition, Rhetoric, English, Literature, Greek, Arithmetic, Algebra, Geometry, Geography, Physics, Physiology, Chemistry, Canadian and United States History, Ancient and Modern History, History of England, Mythology, Church History and Religion.

The College, or Arts, Course extends over four years after the completion of the Academic and embraces the following subjects: Latin, Greek, English, German, French, Trigonometry, Analytical Geometry and Calculus, Geology, Astronomy, Biology, History, Oratory, Logic, Metaphysics, Ethics, Political Economy and the Science of Religion.

Among the optional Studies are Music and Dramatics. A large Library, a Reading Room, Laboratories for Natural Science and a Gymnasium are all excellent helps, the free use of which is granted to the students.

St. Jerome's College is a legal corporation under a Canadian Statute. By an Act of the Legislature assented to on August 15th, 1866, it was incorporated. In the preamble of the Charter it is said: "Whereas Right Reverend Bishop John Farrell, D.D., Eugene Funcken, Edward Glowacki, Francis Breitkopf, Louis Funcken, Ludwig Elena, and other persons of the County of Waterloo, have, by their Petition, represented to the Legislature that for some time past a College has been established in the said County of Waterloo for the education of youth in the usual branches of a Collegiate Education and have prayed that corporate power may be conferred on the said College, and in consideration of the great advantages to be derived from the said establishment, it is expedient to grant the prayer of the said Petition: Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:" Here follow provisions for the continuance of the corporation, its property holdings, its organization, revenues, etcetera. This first Charter was received and emended by an Act of the Provincial Legislature passed in 1903.

The *Schoolman* is a monthly College journal, edited and published by the students, containing the best literary productions of the students, College news and matters of educational interest.

Among the standing organizations of the College the principal ones are: *The Schoolman*, the Literary and Dramatic Society, St. Ludwig's Literarischer Verein, the Athletic Association and the Alumni Union.

The Alumni Union of St. Jerome's College dates back to 1879. The old Boys, as they are called, love to come back to the scenes of their schooldays, to show their interest in the College, to congratulate each other on their own success, and to honour their former Teachers. Among its members there are over one hundred Roman Catholic Priests.

St. Ludwig's Literarischer Verein is addicted to the same work as the English Society, except that the German language is used exclusively in its meetings.

The Athletic Association is composed of all the students in the College, and sports in season never cease. Baseball, football, handball, hockey, basket-ball, running, gymnastic exercises, all come in regular routine among the students. Games and amusements are at all times encouraged. The good effects of lively exercises in the open air are revealed in the health and physical development of the Boys, and the appearance of the College lads shows their training and culture.

We consider an educational establishment of this character and the serious work it quietly performs within its walls of great importance in the midst of an industrial community. It forms and moulds the young into men of character; it makes for culture, refinement, learning and Religion and thereby becomes a great factor for the good in the life of a people. (Condensed from *The Berlin News Record*, Special number.)

The students, although held to hard study and strict discipline, add their share, in a way, to the social and literary life of the Town.

The Boys come to the College from all parts of Ontario and the neighbouring States of the Union.

Last year's list of students shows an attendance of 160.

Boys' School, Hill Croft, Bobcaygeon.

My School was opened for the first time on the 16th of September, 1909. I am the sole proprietor of the Hill Croft School, which, so far, has cost more than $12,000. I employ another resident Master. He is a graduate of one of the old English Universities and will teach Mathematics principally.

Bobcaygeon, 3rd January, 1910. W. T. Comber.

Historical Sketch of Assumption College, Sandwich.

Right Reverend P. A. Pinsonneault, Bishop of the diocese of Sandwich, seeing the need of an institution for higher education among the Catholics of Western Ontario, invited the Jesuit Fathers to undertake the work of conducting a college. Accordingly these world famous educators erected the original building of the regular College group in 1857, and opened classes for the training in religious, scientific and classical studies of the Catholic youth of the diocese.

Before two years had elapsed, however, these zealous instructors had been called away to more pressing work. The College, during the next decade, passed successively through the hands of the Benedictine Fathers and of the late Theodule Girardot, who afterwards fulfilled the position of Inspector of Public Schools in the County of Essex. In 1870, the late Archbishop Walsh, then Bishop of London, wishing to establish the College on a more permanent basis, invited the Priests of St. Basil to take charge of Assumption College, the name being taken from the quondam Cathedral Church at Sandwich. The prospects of success he felt were now brighter; the Catholics of the neighbourhood were prosperous; and this, together with the proximity of the fast growing metropolis of the

great State of Michigan, just across the border, promised a large field of usefulness to the College.

Father Dennis O'Connor, later Bishop of London and Archbishop of Toronto, and now living in retirement at the Novitiate of the Basilian Fathers in the latter city, headed the little band that came to take charge of Assumption College in September of 1870. Fortunately for the College, Father O'Connor's regime was wise and beneficent. He possessed the faculty of infusing his own energy into the small staff of professors that shared his labours. Year by year the College

ASSUMPTION COLLEGE, SANDWICH.

grew in attendance and influence, so that it was found necessary in 1875 to add to the College buildings, and again in 1883.

Father O'Connor's firmness as a disciplinarian had much to do with his election to the Episcopal See of London, and it was a severe blow to the College. In Reverend D. Cushing an able director was found, who guided the destinies of this institution during the years 1890-1901. The Reverend R. McBrady was the next President of the College. During the latter years of his regime the attendance had increased very greatly and a new chapel was projected and commenced in the Spring of 1907. But as President of the College he was not destined to see it completed. In September of the same year the Reverend F. Forster assumed the duties of directorship, and in June, 1908, the Right Reverend J. Edward Meunier, then Administrator of the Diocese of London, dedicated the beautiful Alumni Chapel.

PART XI.

LADIES' COLLEGES AND GIRLS' PREPARATORY SCHOOLS OF ONTARIO.

On being appointed by General Eaton, Commissioner of Education in the United States at Washington, an International Juror at the World's Fair, or Exhibition, at New Orleans in 1884, the duties as such of the Editor of this Volume at that Exhibition were in connection with the Educational Exhibits of the several United States at that Exhibition. Each of the Educational Jurors presented a series of Papers on Education in their own Country, which were read and discussed at an Educational Convention which was held during the Exhibition. Among the series of Papers which I had prepared by various parties in the Province was one on "Female Education in Ontario" by the Reverend Doctor Alexander Burns, Governor and Principal of the Wesleyan Ladies' College in Hamilton (not now in existence). That paper I herewith insert as preliminary to the following series of sketches of the several Ladies' Colleges and Girls' Preparatory Schools in the Province.

At the Convention the President of the United States acted as Chairman, and I had the honour of being appointed Secretary.

Female Education in Ontario.

By the Reverend Alexander Burns, D.D., LL.D., Governor and Principal of the Wesleyan Ladies' College, Hamilton, Ontario.

In Ontario, as in other Countries, the higher education of women was not originally considered an essential part of even a complete system of education. Our Public Schools, High Schools, Normal Schools, and our Colleges are all established on a liberal scale, and are cause of just pride to our Province. To the Normal Schools women have always been admitted, and a large proportion of the Teachers in our Public Schools have been women—many of them prepared in these Normal Schools, and a number in the High Schools. But beyond furnishing the facilities for preparing to become School Teachers the State has done absolutely nothing for the higher education of women.

But while the matter has been thus ignored by the State, private generosity has largely supplied the appliances and facilities to give women an introduction to those higher walks of Literature, Science, and Philosophy, so long monopolized by men.

In no Country has higher education depended more on private effort, and in no Country has it received a more generous support. The first Institution opened for higher education was the Upper Canada Academy (now Victoria University, Cobourg)—established by the Methodists of Canada. It has been followed by several others on the voluntary basis, and Victoria, Queen's (Presbyterian), Trinity (Anglican) and others have done work and wielded an influence that would be a credit to the Colleges of any Country.

So in efforts for the higher education of women. The first Ladies' College opened in the Province was the Wesleyan Ladies' College of Hamilton. This also has been followed by others, furnishing ample accommodation to all aspiring after a liberal education. There are at present seven Ladies' Colleges that have been established by denominational patronage, and have never received any assistance from the State. Of these the Methodist Church has three—the Wesleyan Ladies' College of Hamilton; the Ontario Ladies' College of Whitby; and the Alma College of St. Thomas. The Church of England has two—the Bishop Strachan School at Toronto, and the Hellmuth Ladies' College of London. The Presbyterian Church has two—the Ottawa Ladies' College, and the Brantford Ladies' College. Although these Institutions are under denominational auspices, still no sectarian test, or subscription, is required of their students, and even their Faculties represent several denominations. Besides these Colleges, each Roman Catholic diocese has one or more Schools or Convents for the education of women, and, in some of them, the higher branches receive considerable attention.

But few of the undergraduates of these Colleges are satisfied with the work of the Curriculum. More than ninety per cent. carry side by side with the prescribed Course a very liberal Course in Music and Art. Many of them are also well advanced in Art studies, Drawing, Water Colours and Oil Painting.

From this brief sketch it will be seen that the higher education of women has not been neglected in Ontario. In the Ladies' Colleges alone, any young lady can obtain an education as extensive and as practical as even the most cultured society need desire. It may be said that the omission of Greek makes a great disparity between the two courses of study. In reply we would call attention to the fact that Greek is rapidly becoming an elective study everywhere. But should Girl Students ask for the Greek it could easily be furnished, as most of the Ladies' Colleges of Ontario have classical graduates in their Faculties.

In addition to the facilities furnished by the Ladies' Colleges, the Colleges and Universities of the Province, hitherto occupied exclusively by men, are now opening their doors to admit women to all their Lectures and Recitations, and also to their Degrees, on the same conditions as men. This removes the last difficulty out of the way of women having every educational advantage that they can possibly desire.

It seems too late in the day to put obstructions in the way of co-education. Not that co-education is best for every Girl, or that it is likely ever to become universal, but because it is practically the only hope that multitudes can ever have of securing the higher education. No one that has ever become acquainted with the system under fair trial will hesitate for a moment to admit that Girls can hold their own in every part of the Curriculum. My own experience extended through thirteen years, and during that time I have seen Girls lead their Classes in the most unlikely subjects,—in Aristophanes, Æschylus, and Euripides, and the men in these classes would have been considered fair Greek scholars anywhere. I have seen the same thing in the Differential and Integral Calculus. That matter is settled beyond doubt. There can be no possible objection to co-education on the ground of intellectual inequality; nor is the Girl's health more likely to suffer than her brother's. The closest observation and the most extensive statistics, stretching over half a century in some cases, have abundantly proved this.

Neither does co-education increase the difficulties of discipline. I have no knowledge of any Girls having become less delicate and refined through the pres-

ence of men. I *have* known very noisy meetings brought suddenly to order by the entrance of a few ladies. Manhood is at a low ebb when its better phases respond not to the presence of woman. An appeal to the Colleges in which co-education has been fairly tried will dissipate at once all fears touching any of these objections.

Still there will always be a large number of our people who will prefer to have their daughters educated at the Ladies' Colleges; and there will always be a goodly percentage of Girls who will do better in such Institutions than in those to whose classes both sexes are admitted. There will always be mothers who will think more of the surroundings of their children while receiving their education,—of good taste, of delicacy of thought and action, of refinement of manners, of those items whose sum total constitutes true lady-like culture,—than of the intricacies of Syntax or the subtleties of Metaphysics; and who can blame them? But when Ladies' Colleges furnish all the advantages offered by the other Institutions in both Syntax and Metaphysics, and in addition supply the demands of woman for instruction in Music and Art, and kindred subjects that lend a charm to home and social life, they will assuredly be preferred for many a day by the leading families of our country.

The present outlook for the higher education of women is, upon the whole, promising. No Girl need leave our Province to secure even a University education and a University Degree. Those who wish to couple with a liberal education in arts the accomplishments peculiar to a Ladies' College have all they can desire or use.

NOTE.—Of the Ladies' Colleges mentioned in the foregoing article the following have been discontinued, videlicet, the Wesleyan Ladies' College, Hamilton; the Young Ladies' College, Brantford.

The following is a brief sketch of these Colleges:

WESLEYAN LADIES' COLLEGE, HAMILTON.

This Institution was incorporated by Act of Parliament and was opened in 1861, under the auspices of the Conference of the Methodist Church in Canada. It was the first College in the Province chartered for the separate education of Young Ladies, although not the first which provided facilities for the higher education of women. The Upper Canada Academy—another Methodist Institution—(now Victoria University), which was opened at Cobourg in 1836, had from the very first a Ladies' department in it, presided over by a Preceptress and other Teachers. It was the only Institution of the kind in Upper Canada at that time and that formally adopted the principle of co-education.

YOUNG LADIES' COLLEGE, BRANTFORD.

This College, established in 1874, is in connection with the Presbyterian Church in Canada. It is situated in the City of Brantford, on the Grand River, in a fertile and beautiful part of the country. The College was under the management of a Board comprising Visitor and Honorary Director (the Moderator of the General Assembly of the Presbyterian Church in Canada); two Official Visitors (appointed by General Assembly); an Advisory Council of three Clergymen, and a Board of nine Directors.

ALMA LADIES' COLLEGE, ST. THOMAS.

The thought of making St. Thomas the seat of a College for women first practically came to the mind of Reverend Albert Carman, M.A., D.D., LL.D., General Superintendent of the Methodist Church. His duties, in the seventies, as Bishop,

ALMA LADIES' COLLEGE, ST. THOMAS.

or Superintendent, of the Methodist Episcopal Church, caused him to travel much throughout Western Ontario. He became impressed that there was a fine opening for such an Institution, and that the central position of St. Thomas made it a desirable location for the proposed college. The movement to establish a Ladies'

College in their City called forth the hearty co-operation of the leading citizens of all Religious denominations. A provisional Board was organized, and a Charter secured from the Legislature in 1877. This Charter provides for the establishment of a College for young ladies and also a Boys' College. The authority to erect a Boys' College has never been used.

Plans of the College were prepared by Mr. Balfour of Hamilton,

Mr. Balfour's design, as will be seen in the illustration, is the union of Home, Church and School. The left wing represents the Home, the centre part the Church, and the right wing the School. This fine Institution, so significant in architectural design, was fittingly named Alma College—Alma to express appreciation of the special interest shown in the enterprise by Sheriff Munro, whose daughter, Mrs. J. C. Duffield, London, bears the name of Alma.

The Site chosen for the College was a six-acre Campus, in the centre of the residential part of the City. This Campus is crossed, at the South end, by a beautifully wooded ravine. The Corner Stone was laid on the 24th of May, 1878, by the Honourable Adam Crooks, LL.D., Minister of Education. Mr. Crooks, among other things, said: "I have not seen in this Country, or anywhere else, a design in better harmony with the objects of the Institution, or one more expressive in its every feature of the noble work to which it is to be dedicated."

The Building was completed in 1881, and opened for reception of Pupils on October the 13th, 1881. The College proper was organized with the following heads of the Staff: The Reverend B. F. Austin, M.A., B.D., Principal; the Reverend R. I. Warner, B.A., Vice-Principal; Mrs. Margaret Capsey, Lady Principal; Mr. St. John Hyttenrauch, Director of Music; Mr. F. M. Bell-Smith, Director of Fine Art; Miss Maggie Baker, Preceptress and Teacher of Singing.

In 1888 a new Building was erected, providing Bed Rooms for 50 additional Pupils, a Concert Hall capable of seating 500, a Fine Art Studio, 30x50, with skylight, and four Class Rooms. The Corner Stone of this new Building was laid on the 24th of May, 1888, by Mrs. Mary Carman, Toronto, and the Building was formally opened by the Honourable G. W. Ross, LL.D., Minister of Education, on October the 16th, 1889. The new Building was named McLachlin Hall, as a recognition of the great services rendered the College by Mr. Archibald McLachlin, for many years Secretary of the College Board and Executive Officer.

In 1897, Principal Austin resigned, after having held the Principalship for sixteen years.

The Reverend Professor Warner, M.A., was unanimously elected Principal in 1898, and made his motto and watchword: "Alma College must be a free gift to the cause of higher education—the College merits it—our Daughters are worthy of it." In 1904, the debt was finally liquidated and over $7,000 additional raised for improvements. Under the circumstances, this was a great achievement and was made possible through the gifts of the Estate of H. A. Massey of $35,000; of the City of St. Thomas, $15,000; of Mr. Peter Wood, $7,300, and contributions from friends in the London, Hamilton and Toronto Conferences.

The enrolment of Students has steadily grown from 113 in 1897 to 185 in 1906, and a new era of prosperity seems assured to the College, under the greatly improved circumstances that now exist.

St. Thomas, May 21st, 1910. R. I. Warner, *Principal.*

THE SILVER JUBILEE OF ALMA COLLEGE.

In 1906 Alma College celebrated its Silver Jubilee. It was the occasion of much rejoicing at its twenty-five years of successful operation.

The College was opened in 1881, with a Curriculum of general Studies, covering preparatory work of one year for High School Entrance and carrying the Studies through Junior and Senior University Matriculation. Provision was made for thorough and extended study in Music, with Mr. St. John Hyttenrauch Director; much emphasis was laid on singing. "To fill our Homes, our Churches and our Sunday Schools with wholesome song" was one of the aims of the College Board, as declared by the President of the Board, Doctor Carman, in the early days of the College. Consequently, much attention has always been paid to the practice of Choral singing and Voice training. A department of Fine Art was also instituted in 1881, and under the able directorship of Mr. F. M. Bell-Smith, rapidly reached the leading position among Canadian Art Schools. The College early made a regulation requiring every Candidate for a Diploma in Fine Art to make an Exhibit of work, and from this work the College selects a Painting, Drawing or Design, best representative of the Student's genius as an artist, and retains it on permanent exhibition in the Galleries or Drawing Rooms of the College. The results are that, in most cases, there is a sincere ambition on the part of the student to leave a worthy contribution to the collection, something that she will be proud to own in the future as her own work. Another result is that the College possesses a collection of fifty-nine of such Diploma Pictures in its exhibit.

The College thus opened with the three branches of study, General Course (Literary and Scientific), Music Course and Fine Art Course. The spirit of the times for the so-called more practical Studies soon made appeal for Commercial instruction and there were added Courses in Bookkeeping and Shorthand, shortly to be followed by a Course in artistic and popular Reading, with which was associated Physical Culture, as an aid to expression and also as a means for promoting health and graceful carriage.

The most recent demand for practical training was in Household Science and Art. This department of Study was established in 1898. Alma is a pioneer among Ladies' Colleges in Household Science. Thanks to the liberal interest of Mrs. Lillian Massey Treble, of Toronto, in aiding to establish the work, Alma's equipment is especially complete.

The Staff organization of 1906 was as follows: Principal, the Reverend Robert I. Warner, M.A., D.D.; Lady Principal, Mrs. Jean Wylie Grey; Dean of Liberal Arts, Miss Alice A. Will, B.A.; Registrar, Miss Alice F. Henwood, B.A.; Librarian, Miss Ada E. Deacon, B.A.; Governess of Junior Department, Miss Dorothy Edge; Director of Music, Mr. Thomas Martin; Director of Fine Arts, Mr. William St. Thomas Smith, A.R.C.A.; Director of Choral and Musical Theory Classes, Mr. J. H. Jones; Director of Commercial Courses, Mr. Maurice B. Farr; Director of Elocution, Miss May H. Walker, A.T.C.M.; Medical Director of Physical Culture, Doctor Jennie Drennan; Director of Household Science, Miss Allene Neville. The total teaching Staff numbered twenty. (Condensed from *The Canadian Epworth Era,* October, 1906.)

The Bishop Strachan School, Toronto.

Among the Girls' Preparatory Schools of Canada, the Bishop Strachan School, Wykeham Hall, Toronto, stands as the oldest of those in existence at the present time, having been incorporated in 1867, chiefly through the instrumentality of the late Venerable Archdeacon Langtry, with the co-operation of many staunch Churchmen of the time.

The early home of the School was situated at the old See house, the residence of the late Bishop Strachan. So soon did the accommodation therein prove insufficient that steps were taken to secure for it a large and permanent Home. Accordingly, the Judge Macaulay property, beautifully situated on College Avenue, was secured and has ever since proved a delightful home for the many Girls who have

BISHOP STRACHAN SCHOOL, TORONTO.

been educated there. Although situated close to the heart of the City, and within easy reach of Lectures, concerts and other popular entertainments, the large, well-wooded grounds insure pure, healthy air, and quite rural surroundings to the School Buildings.

The object which this Residential and Day School was established to fulfil was that of giving a thorough general education based on Church principles, and although the scope of such an education has steadily widened since the year 1867, the School has constantly kept pace with the demand by the addition of subjects to its Curriculum and adaptation of its methods to the changing needs.

The Course of Instruction accorded by the School is begun in a Kindergarten and Preparatory Department for young children, and is so arranged that Pupils who have gone steadily through the School may leave the Sixth Form

thoroughly prepared by comparatively easy stages to enter the work of a University if they desire to do so.

The Principal is assisted by a permanent Staff of thirty-five fully qualified and competent Teachers, graduates of English, Canadian and Foreign Universities and Training Schools.

It having been the object of the original Promoters of the School to establish a Church School, where good tuition could be obtained at as low a price as is consistent with efficiency, no greater fees are charged than will cover the cost of good management.

The Governing body of the School consists of: President, the Bishop of Toronto; Vice-Presidents, the Reverend the Provost of Trinity College, Mr. James Henderson, M A., D.C.L.; Honourary Vice-Presidents and Visitors, the Archbishop of Ottawa, the Right Reverend the Bishop of Niagara; Lady Principal, Miss Acres; Chaplain, the Reverend C. A. Seager; Secretary-Bursar, Mr. Sydney H. Jones.

A new Site for this School, situated on the Davenport Heights, and forming part of the Colonel Sweny Estate, has been given to the Corporation of the Bishop Strachan School. The Donor of the new Site is said to be Mr. James Henderson of Madison Avenue. It is expected that the new School Building will be erected soon. It is to be more extensive in character, and more modern in equipment. The old site is being disposed of. (Extract from *The Canadian Churchman* of the 7th of July, 1910.)

HAVERGAL COLLEGE, TORONTO.

Havergal College, Toronto, was founded in 1894 as a Church of England Boarding and Day School for Girls, and Miss Knox, of the Ladies' College, Cheltenham, England, was invited to become its Principal.

The School was opened in a House on Jarvis Street, but grew so rapidly that in 1898 land was purchased and new Buildings for the College were erected. These have been added to from time to time, according to the growth of the College, together with a Swimming Bath and additional Play Grounds. There are now two large Buildings, consisting of a Senior and Junior School, separate from each other and fitted with every modern improvement.

The College is situated on the upper part of Jarvis Street and consists of a large Assembly Hall, a school of Domestic Science, and is thoroughly equipped for the present day requirements.

The Teaching Staff is composed of English and Canadian Mistresses, in order to combine the best features of English and Canadian education. There are thirty Members on the resident Staff, twenty having come directly from England to join the Staff of the College, and, besides these, there is a large Staff of visiting Teachers and Specialists of various kinds.

The ideal especially aimed at by the promoters of the College is to develop each Girl Student according to her special gifts and character, and to provide such a Staff of Instructors that she may always have personal attention and the benefit of contact and friendship of mature minds, as well as the companionship of Girls of her own age and standing.

The number of scholars has been limited for the past three years and is not allowed to exceed 140 Boarders and 250 day Girls.

HAVERGAL LADIES' COLLEGE, TORONTO.

There are three distinct Courses of Instruction in the Upper School:—The University Side, in which Pupils are prepared for Matriculation; the Diploma side, in which Pupils are prepared for Havergal Diploma; and the Arts and Music side, in which pupils are instructed in Literature, Scripture and French, but give the greater part of their time to Art or Music.

President, N. W. Hoyles, K.C., Principal of the Law School; Vice-President, The Honourable Sir Charles Moss, the Chief Justice of Ontario.

ONTARIO LADIES' COLLEGE, WHITBY.

The Ontario Ladies' College and Ontario Conservatory of Music and Art was formally opened by their Excellencies the Earl and Countess of Dufferin in September, 1874. In reply to an address presented to him on the occasion, His Excellency said:—"I must congratulate you and those who are interested in this most important Establishment upon the acquisition of a Mansion and of an Estate so admirably adapted to the purposes to which they are about to be devoted."

The Main Building was known as "Trafalgar Castle" and was erected as a Residence by the late Sheriff Reynolds. Educated at Oxford University, England, it is stated that when a young man he conceived the idea of building a magnificent private Residence at Whitby that would rival in elegance some of the old Baronial Castles that he had seen in England, and that in this palatial home he would entertain some Member of the Royal Family. Stimulated by this ambition he engaged a large number of workmen, brought some of his materials from England, and spent over $70,000.00 in completing his beautiful mansion. At the time it was claimed to be the largest and finest private Residence in Canada. Any one who visits the Building to-day will be disposed to accept this opinion. The style of architecture is Elizabethan. The Halls are wide, with a great variety of recesses, arches, also niches for Statuary. The partitions are of solid brick, and all the rooms in the first and second storeys are provided with grates and marble or granite mantelpieces, artistically carved, whilst around the Building are numerous large octagonal Columns. The material is of white brick with base, cappings, mouldings, etcetera, of freestone. The Building was nearly completed when the Prince of Wales visited Canada in 1860, and the Sheriff, true to his early purpose, extended to him and party an invitation to visit his Castle, but pressure of time prevented an acceptance from the Prince. In 1869, his ambition was gratified by the great honour of giving a banquet to Prince Arthur, Lord Lisgar, the then Governor-General, Lieutenant-Governor Howland, Sir John A. Macdonald, the Honourable John Sandfield Macdonald and several others. The Sheriff built too elaborately for his purse and became heavily involved in debt, and as a consequence his palatial building, in which he had taken so much pride and interest, was sold in 1874 and transformed into a Ladies' College to be known as the Ontario Ladies' College. No more charming, or suitable, Home could have been secured for the education of young women.

The Reverend J. E. Sanderson, M.A., was, on the establishment of the College, appointed Moral Governor, and the Reverend Doctor J. J. Hare of London, Ontario, was appointed the first Principal of the new College. The number of resident students increased so rapidly that in four years, videlicet, in 1878, it was found necessary to erect a wing to the North of the Building known as Ryerson Hall, besides a detached Residence for the Moral Governor. The following year the Reverend J. E. Sanderson resigned his position of Moral Governor,

and the Reverend Doctor Hare was appointed Governor and Principal, both of which positions he still holds.

In 1887 the detached Residence, known as "The Cottage," was connected with the other Buildings by an enclosed passage, and became the Home of some students, as well as of the Reverend Doctor and Mrs. Hare and family.

In 1895, a third step in advance was taken by the removal of part of the Main Building; also the enclosed passage, and the filling up of the entire space, over one hundred and forty feet in length, by the capacious and beautiful "Frances Hall." Since then a Farm, Cold Storage Plant, etcetera, have been added to the College property, and the history of the Institution has been one of continued prosperity and success; and it is felt that so great are the present possibilities of the College, with its superior Buildings, appointments, and surroundings, that what has been accomplished is but the beginning of what will yet be realized.

The Literary Course of Study provides for a Preparatory, or Academic, Course and a Collegiate Course, extending through two years' work of the Provincial University. The following testimonial from Ex-President Loudon of the Toronto University, speaks for itself:

"When visiting your College in June of last year for the first time, I was agreeably surprised at the extent and excellence of your buildings and equipment, which should, I think, afford every accommodation for the physical comfort and health of Students. I have observed also with pleasure the creditable stand taken at the University Examinations during the last few years by several Students who had prepared the work of the first and second years of the Arts Courts in the Ontario Ladies' College. This success affords testimony to the efficiency of the instruction imparted by your staff."

TORONTO. J. LOUDON.

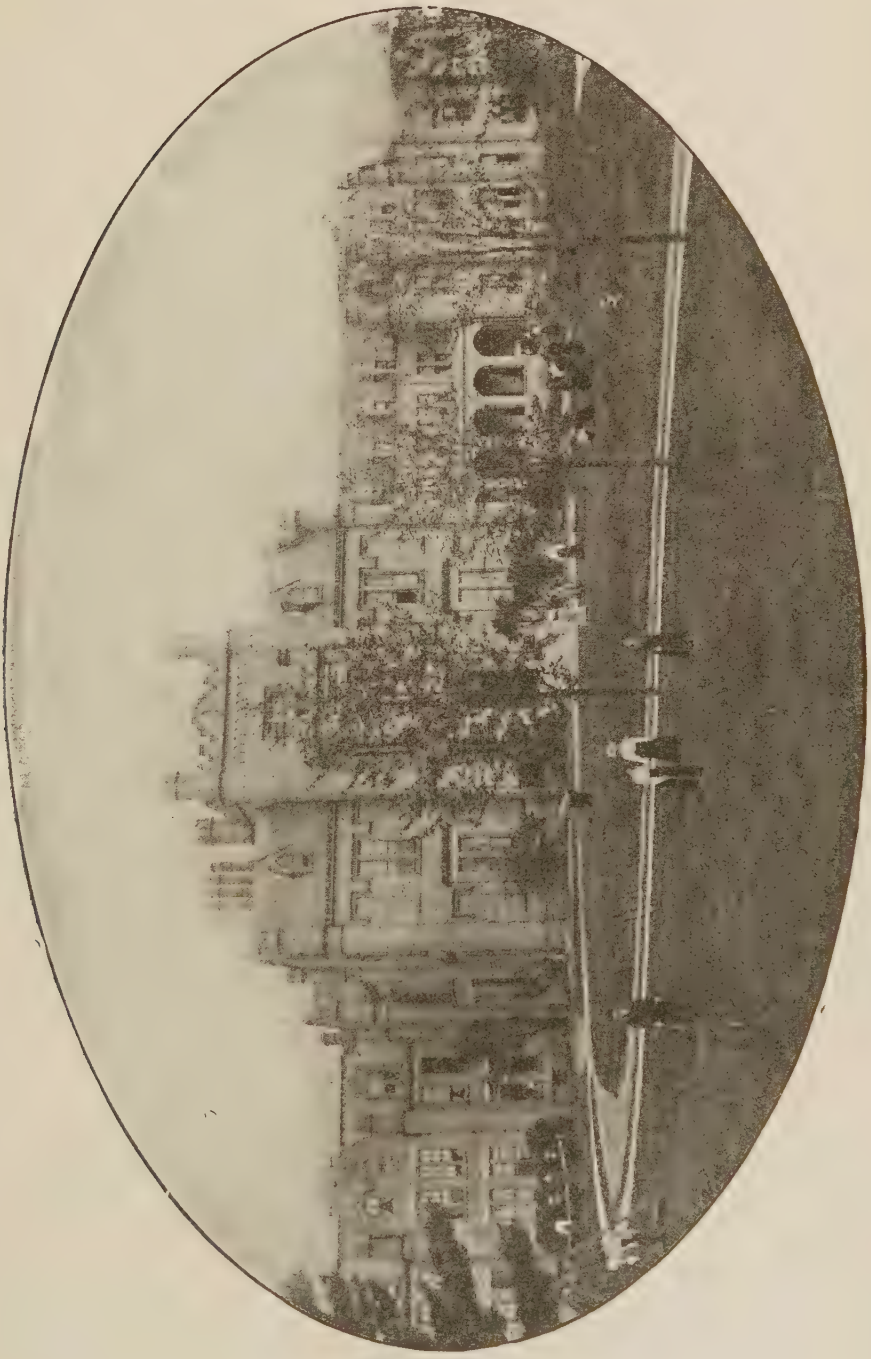
A special course in Bible study, extending over two years, has been arranged for those desiring to do serious work in this direction.

The Musical Department, known as the "Ontario Conservatory of Music," prepares Students for all the Examinations of the Toronto Conservatory of Music, or those of Toronto University. During the past few years a large number of Students have taken First Class honours in the Conservatory and University Examinations, and, in several cases, have come out first in the final, or graduation, Examinations in Organ, Piano, and Vocal Music, in competition with the Students of the Province.

The Course of Study in the Department of Fine Art is so arranged as to enable the Teacher to select out of the wide range of the field of Art that which will best develop the taste and talent of the Pupils, and be most useful to them in after life. Drawing in Charcoal from Models and the Antique is insisted upon as preliminary to work in Colours. Painting in Oil and Water Colours and out-of-door sketching from nature are entered upon as soon as the Pupils are sufficiently advanced. Thorough courses of instruction are given in the Departments of Elocution, Commercial Subjects, and Domestic Science.

Provision is made in the Domestic Science Department for a House-keeper's Course, and a Normal Course is required for Teachers. The leading characteristic of the College is sound scholarship, based on Christian Principles.

The beautiful and extensive Grounds afford admirable facilities for all kinds of exercise in the open air; in fact, they are sufficiently large to enable all Stu-



ONTARIO LADIES' COLLEGE, WHITBY.

dents to play different games at the same time, without interfering with one another. For the benefit of those who may wish to rest, or study, under the shade of the Trees, comfortable Benches are provided. The ordinary physical culture exercises are taken in the Concert Hall, and the more vigorous exercises in the large Gymnasium.

The present Officers of the Board of Directors are the Honourable George A. Cox, Honorary President; the Reverend Doctor German and the Reverend Doctor Henderson, Honorary Vice-Presidents; Mr. R. C. Hamilton, President; Messieurs R. J. Score and L. T. Barclay, Vice-Presidents; Mr. John Rice, Secretary-Treasurer. The Officers of the Faculty are the following: The Reverend Doctor Hare, Governor and Principal; Miss N. Burkholder, B.A., Lady Principal; Mr. W. J. Greenwood, B.A., Secretary; Miss M. Copeland, Registrar.

A Correspondent writes to the Editor of this Volume as follows:

For a number of years the Reverend Doctor Hare has presided over the studies of thousands of young ladies who have attended the Ontario Ladies' College at Whitby. He is a native of the County of Carleton. At the early age of thirteen he entered Victoria University. A few years afterwards he taught the Public School at Richmond, and in 1873 he took his degree of Bachelor of Arts at Victoria. In his University Course he not only won a Scholarship, but took many first Prizes, including Honour Metaphysics, Hebrew and Scripture History. On graduating, he was ordained as a Minister, and served as such at Chatham, Smith's Falls and London.

In 1874, the year of the foundation of the Ontario Ladies' College, he was appointed to the Principalship, which position he filled with such success that he was, in 1879, appointed Domestic, or Moral, Governor as well as Principal (in succession to the Reverend J. E. Sanderson, M.A., who returned to the work of the Ministry).

Doctor Hare received the degree of Master of Arts from Victoria University in 1876, and won his Degree of Ph.D. from the Illinois Wesleyan University.

For the first few years of the College Mrs. Hare held the office of Lady Principal, during which time she did much to advance the Social and Religious life of the College. Then followed Miss Adams, a well-known Canadian Educator at Cobourg of long experience and distinguished ability. The present Lady Principal is Miss N. Burkholder, B.A., a Lady of broad culture and pleasing address, eminently fitted to fill acceptably the position to which she has been appointed. For several years the attendance of resident Students has been from 130 to 150, with about 30 day Students. Notwithstanding the large additions already made to the Building, the Board of Directors are again thinking of enlargement of the College, so as to meet the requirements of the constantly increasing attendance of Students.

The Ottawa Ladies' College.

The Ottawa Ladies' College is a Collegiate Preparatory School for Girls and young Ladies. It combines thoroughness in education with wholesome and refining influences, and aims to develop strong, intelligent, cultured, and useful womanhood.

The College was established in 1869, at a Meeting in which many of the leading citizens took part. It was incorporated in the same year, and was opened as a College in September, 1872, with the Reverend John Laing, M.A., as Principal. It has a fine commanding situation in the Capital of the Dominion. The building is of Stone, solidly built and commodious.

It is owned and governed by the Presbyterian Church in Canada, but there is no interference with the preferences of pupils of other Religious denominations

who may seek its educational advantages. The staff of the College is as follows: The Reverend W. D. Armstrong, M.A., Ph.D., D.D., Regent; Miss Mabel E. Boyd, B.A., Ex-Lady Principal; Teachers: The Misses Isabel Gallaher, Evelyn Coates, B.A., Sadie A. Sturgeon, E. Elenor Curry, M. Gallup, Annie M. Chalmers, Bessie B. Wisdom, and Alice Hume, Mademoiselle E. Vessot, Mrs. W. B. Sykes, and Mrs. A. Fraser. The Board of Trustees are: The Reverends W. D. Armstrong, W. T. Herridge, J. W. H. Milne, J. H. Turnbull, and P. W. Anderson (Ottawa), the Reverend Principal Scrimger, M.A., D.D., and the Reverend M. H. McGillivray (Montreal), Messieurs A. W. Fraser, K.C., Levi Crannell, George L. Orme, Secretary; B. M. Northrup, Treasurer (Ottawa); the Reverend D. Currie, B.A.

OTTAWA LADIES' COLLEGE.

(Perth), the Honourable F. T. Frost (Smith's Falls), Walter Paul (Montreal), and J. M. Gill, Brockville.

The enterprise owed much of its success to the energy of Reverend Doctor Moore, then Pastor of Bank Street Presbyterian Church. In 1879, the Board of Directors applied for and received the recognition of the General Assembly of the Presbyterian Church, and, in 1888, the Assembly authorized the Board of French Evangelization to purchase the College for the purpose of developing it into an English-French School, in connection with that Mission. From 1889 to 1897 it continued under the auspices of the Board as Coligny College. The number of young women of French origin who took advantage of the education thus offered was comparatively limited. It was, therefore, deemed better that it should revert to its original design.

In 1897, the College was transferred by the Assembly to a Board of Trustees, to be carried on for the higher education of young women, under religious and social influences. Its Graduates are to be found everywhere throughout the Dominion and elsewhere, and, by their influence in the Church, in their Homes, and in society amply vindicate the wisdom of those who brought it into existence, and the attention given to it by those who have since been called to manage its affairs.

The present Lady Principal is Mrs. Grant Needham, who has under her a staff of competent and experienced Teachers. The Reverend Doctor Armstrong has been President for some years, and under his efficient supervision many beneficial changes have been wrought. The various Courses are up-to-date in their arrangement and efficiency, and nothing is lacking to make the College worthy of the confidence and support of the Public.

As far as circumstances will permit, the surroundings are those of a well-ordered and refined family life. In the management of the College the moral sense of the Pupils is appealed to, and they are taught to do right from the highest and purest motives.

Whilst there is watchfulness on the part of the Principal and her Assistants over the conduct of the Pupils, it is a watchfulness prompted by affection and a sincere desire to promote the moral and intellectual development of those committed to their charge. Only such restrictions are thrown around the Pupils as are necessary for their health and for the orderly conduct of the College.

The College Building is in a pleasant locality, with extensive Grounds, giving ample room for fresh air and Physical exercise. The Halls and Corridors are spacious. The Rooms are constructed so as to give ample breathing space to each pupil. The ceilings are high, and great care has been taken in regard to Light, Heat, and Ventilation.

It is the aim of the College to secure, as far as possible, that those educated within its walls should become healthy, well-developed and strong women. The Grounds afford ample facilities for outdoor exercise, and are provided with croquet lawns, lawn tennis courts, basket-ball, etcetera. A Skating Rink is provided in Winter.

The Art Department is well filled with Casts and various Art Studies. The Directress gives, during the Session, a course of familiar talks on Art and Artists.

In Domestic Science, (1), a course in practical and scientific Cookery is given; also (2), one in Household Economics, and, (3), two courses in Plain Sewing. During the last Term a Special Class was formed for cutting and making garments; (4), a course in Art Needlework, including Lace work, Embroidery, etcetera; (5), the essential elements of Nursing are taught in this Department. A course of appropriate Medical Lectures are given during the Term, including First Aids to the Injured, etcetera.

The Course in Psychology which is given is of special value to any Pupil who may afterwards be engaged in Public, or Sunday, School Teaching.

In the Department of Elocution, attention is given to the Voice, Articulation, Expression, etcetera. A Special Course in Shakespearian interpretation is also given.

The Commercial Department embraces Stenography, Typewriting, and Commercial Arithmetic.

The Special Courses of the College include:

I. An advanced Course in English Literature, covering chiefly the work for Senior Matriculation.

II. An advanced Course in French, covering chiefly the work for Senior Matriculation and conversation.

III. A Special Course in Domestic Science, taking up Cooking, Foods, Household Economics, Sanitation, etcetera.

IV. A Special Course in Home-Nursing, Emergencies, and Hygiene.

V. Also Selective Courses and Special branches of Study for those desiring a finishing course of one, or more, years.

Throughout the entire Course the ideal kept in view is not merely the Academic Scholar, but the Cultured Christian Woman, fitted to take her place and exercise her benign influence in the Home, the Church, and Society.

NOTE.—The Canadian Conservatory of Music has been formed in a Building adjoining the College.

THE BISHOP BETHUNE COLLEGE—A PREPARATORY SCHOOL FOR GIRLS, OSHAWA.

(*Under the Management of the Sisters of S. John the Divine of the Anglican Church.*)

Bishop Bethune College was originally founded by a number of men who were deeply interested in Religious Education. The name was given to the College to perpetuate the memory of a Prelate to whom such work was very dear, and who was loved and reverenced by all who knew him. In 1893, the Institution passed into the hands of the Sisters of S. John the Divine, whose rule specifies, among the works to be undertaken by them, the education of the young.

The Building contains accommodation for fifty Girls. The ages of admission have usually been between five years and twenty, although exceptions have been made in special cases to admit Girls both younger and older than these ages.

The College throughout is lighted by electricity, and the plumbing, heating, and ventilation are all in accordance with the most approved modern methods. Fire escapes from each floor are provided. The Dormitories are so constructed as to ensure privacy and prevent crowding.

There is a staff of six resident Mistresses, supplemented by Specialists in Piano, Voice Culture, and Physical Culture who visit the School weekly from Toronto.

Four Sisters are always resident, and all departments are under their personal supervision.

The Sisters' connection with S. John's Hospital, Toronto, ensures the presence of a trained Nurse always, and special Nurses for cases requiring isolation can be had at the shortest notice. The Infirmary has been specially built with a view to such cases, and contagious diseases, which are bound to appear from time to time among children, have never had opportunity to spread in the School. The Course of Education is the ordinary one prescribed by the Education Department, and includes all grades from the Elementary Course to Matriculation. Besides this there are departments of Art and Music, including Needle Work, Wood Carving, Drawing, Painting, Violin, etcetera.

The Pupils in the various departments of Music are prepared for the examinations held by the Toronto Conservatory of Music. Such examinations are held at the College in June every year. Pupils desiring to take the Midwinter examinations held at the Conservatory can be sent up to Toronto to do so.

There are nearly five Acres of Lawn space for outdoor Games in the Spring and Autumn, and in the Winter, Skating, Snowshoeing, and Hockey are favourite amusements.

The Garden, Orchard, and Dairy ensure plenty of fruit, vegetables and milk at all times.

The Library is supplied with a valuable collection of Books, the gift of Mr. John Cowan, Oshawa. Every book of reference necessary for the Teacher is to be found there, while for the Pupils there is a delightful variety of books suitable for all ages. Mr. Cowan is a connoisseur in Books, and has spared neither time nor money in his careful selection of the One thousand volumes which fill the Book cases.

Alexandra College, Belleville.

A portion of the Albert College Building is reserved for young Lady Students, who reside therein, under the supervision of a Preceptress, but attend the same Lectures and receive instruction in the same Classes as the Students of Albert College. Their Studies lead up to Diplomas—Mistress in the Liberal Arts, M.L.A.; and Mistress in Modern Literature, M.M.L. The Reverend W. P. Dyer, M.A, is the President, and Miss Ella Gardiner, B.A., the Principal, or Preceptress.

It is the aim of Alexandra College to provide for young Ladies an opportunity not only for thorough mental discipline, but for intellectual, social and Christian culture as well; and to discover and direct the varied abilities so as to insure their best use and broadest influence in the future. A good foundation for this general culture is laid in the earlier acquirements of any Course, while the later elective studies permit the choice of work suited to the taste, talent, or specitl purpose of the student.

The Ladies, except those who live at home or with relatives or guardians, reside in a portion of the Building devoted exclusively to their use, under supervision of the Preceptress, to whom Parents are earnestly requested to make such communications as may aid her in securing the highest welfare of their daughters.

All Students meet in general exercises. They enjoy the same privileges, subject to like conditions of entrance, and receive like rewards of honours.

To those selecting Music, Drawing, or Painting the College is able to offer as thorough and complete instruction as may be obtained in the Dominion.

The Business School furnishes practical instruction in the methods of transacting business and the almost indispensable art of good penmanship.

Students may take special subjects as they deem proper, but regular Courses of study are earnestly advised.

The Polymnian Society, Y.W.C.A., and Mission Band, which are conducted solely by lady students, afford excellent opportunity for work in special lines.

St. Margaret's College, Toronto.

St. Margaret's College is a Residential and Day School for Girls, and offers Courses in Academic subjects, Music, Art, Domestic Science, Elocution, and Physical Education.

There are twelve Teachers in the Academic Department, twenty in the Department of Music, two in Art, two in Domestic Science, one in Elocution, two in Physical Education. The attendance of pupils in the Academic Department is 150, of whom 50 are in residence.

The Academic Department gives instruction as far as complete preparation for University Matriculation, with highest honours in all subjects, and for those not intending to take a University Degree there is a Scholastic Course that covers all the subjects required for the First Year of the University Curriculum. Each Department of this Course is in charge of a University Graduate of the highest Honour standing, and these Teachers give their whole time to the School. In this respect the College is on a par with the best Collegiate Institutes. The subjects taught are Latin, Greek, French, German, Italian, and Spanish, English

ST. MARGARET'S COLLEGE, TORONTO.

and Literature, History and Geography, Mathematics, the Sciences (Chemistry, Physics, Botany), and Nature Study.

The Department of Music is taught by the leading Musicians of Canada, the chief of whom are Doctor Vogt, Doctor Ham, Messieurs Tripp, Welsman, Blachford, and Harvie, and the Misses Smart, Cummings, Quehan, Drummond, Belyea, and Ross, have Classes in the School. Pupils are prepared for all the examinations in Music, including those for the University of Toronto, the Toronto Conservatory of Music, and the Toronto College of Music. There are no fewer than twenty sound-deadened Practice Rooms for Pupils, and a large Assembly Hall for Recitals and Lectures.

The Art Department is taught by Miss Henrietta Shore and Mrs. Alfred Boultbee, and provides a fine Course in the History of Art, Painting, Crayon Drawing, China Painting, etcetera. There is a large Art Studio used exclusively for the work, abundantly furnished with requisite appliances.

The Domestic Science Department is under the direction of Miss Parsons, Gold Medalist of the Toronto School of Domestic Science. The Course includes Primary and Advanced Cooking, Chemistry of Foods, Arrangement of Menus, the purchase and care of Food, Laundry, direction of Domestic service. Care of the Sick, First Aid to the Injured, and House Sanitation are taught by Doctor Helen MacMurchy.

The Department of Elocution provides thorough training for the development of natural expression in every form of Delivery, and special attention is given to the Speaking Voice, quality of tone, modulation, and enunciation. The course extends over three years, and includes a study of various forms of Literature.

Great attention is given to Physical Education. A pupil on entering the School Residence undergoes a thorough examination by the College Physician, a record of which is made, and, when necessary, corrective measures are at once taken. The examination is made three times a year, and a synopsis sent to the parents at the end of the year. Every day all pupils in residence take the Physical Culture Exercises and Folk Dances. The outdoor Sports are another feature. They are regulated by a Mistress of Games—Tennis, Cricket, Basketball, Ground Hockey, Skating, and Tobogganing. Swimming is also taught by a trained Teacher of Swimming, for which there is provided a large Swimming Tank in connection with the School.

Staff of Instructors: The Misses J. E. Macdonald, Florence H. M. Neelands, B.A., Muriel Salt, B.A., M. E. G. Waddell, M.A., E. I. Jackson, M.A., Mary A. McLaughlin, Isobel Brown, T. M. Simpson, Esther Crosland, M.A., Gertrude Wright, and Mademoiselle Malaval. Also Mr. Dickson. Instructor in Scripture History, the Reverend T. Eakin, Ph.D.

The Board of Directors: George Dickson, M.A., President; J. K. Macdonald, Vice-President; Mrs. George Dickson, Alexander D. Bruce, J. D. Courtenay, M.D., Ottawa.

Westminster College—A Residential School for Girls, Toronto.

Westminster College is a residential School for the education of girls and young women, and is situated opposite Queen's Park, Bloor Street West, Toronto, Canada. The aim of the School is to develop in the pupils those faculties of mind and body and heart that will enable them to become young women of strong, sympathetic and self-reliant character. The School is designed for girls that appreciate the value of a thorough training and an all-round education. The School always—as long as it has room—has a warm welcome for earnest pupils. In this School each pupil stands upon her own merit; and by her gentle manners and by her moral tone, by her fidelity to her work and to the ideals of the School, wins her own place. The School makes its appeal to the best in the pupil, and carefully watches over and guards the life of each pupil entrusted to its care and tuition.

The work is arranged in five Forms. Pupils of the school desiring to graduate are not required to take more than four languages, of which English and Latin must be two. After the work in mathematics in the I., II., III., and IV. Forms has been covered, pupils may in the remaining Form substitute either the Greek of the V. Form or music, for mathematics. The Bible is taught in all the Forms, and each pupil in the College must take the work prescribed in Bible

study in one of the Forms. Pupils are not allowed to change their studies without the consent of the Principal. Pupils who for want of time, or other reasons, find themselves unable to take advantage of the full Graduation Course, may, with the consent of the Principal, select from the Course a group of subjects, and on the completion of full work in these subjects in any Form, are, on the approval of the Faculty, granted a Certificate from the College setting forth the work done.

The Aim of the College is, in a word, to equip the pupil for life. The preparation which it seeks to give consists not merely in the imparting of information, but still more in the development of a sweet and serious womanhood. Its object is to give that broad and generous culture of head and heart which will fit the pupils to become true women of trained capacity, ready to embrace life's opportunities, and to meet its obligations, whether in the home or elsewhere, with thoroughness, geniality, and earnestness. The education here given will fit the girls to lead a useful, helpful, and interesting life.

The Work for Graduation in Westminster College is arranged with the desire to help to meet the increasingly felt want of many a girl and earnest-minded young woman of a course of study in a resident School that is both thorough and comprehensive.

The College Staff is as follows: The Reverend A. R. Gregory, B.A., Principal; Mrs. A. R. Gregory, Lady Principal. Teachers: The Misses Nora Lewis, B.A., Agnes P. Osborne, B.A., Helen M. Paterson, Gertrude Schafheitlin, B.Sc., Grace H. Hunter, M.A., Ethel M. Rolls, Mary S. Paton, Frances McLean, Helena C. Beard, Harriet R. McCurdy, Constance W. Weeford, Mrs. S. Ayearst, Messieurs Henry A. McTaggart, M.A., and Sedley A. Cudmore, B.A.; Mr. Owen Staples, O.S.A., Visitor and Advisor; Mrs. Theodore W. Gregory, Registrar and Accountant.

THE MARGARET EATON SCHOOL OF EXPRESSION, TORONTO.

The Margaret Eaton School of Literature and Expression was opened on January the 7th, 1907. At that time the Managers consisted of a Board of Directors composed of Mr. Timothy Eaton, President; Mrs. Eaton, the Reverend Chancellor Burwash, Mrs. Burwash, Mr. H. McGee, Mrs. Burnside, Mr. J. C. Eaton, and Mrs. Scott Raff.

The present Directors are the Reverend Chancellor Burwash, President; Mrs. Eaton, Mr. J. C. Eaton, Mrs. Burwash, Mrs. Burnside, Mr. McGee, Mr. R. Y. Eaton, and Mrs. Scott Raff. There are nine Teachers employed on the Staff.

The real purpose of our School is a threefold Education for Women. We believe that head, hand, and heart should be trained at the same time, and so are working for mental, moral, and physical strength.

The Margaret Eaton School of Literature and Expression aims to develop the individual so that every person may realize her highest powers for service through this one sphere of existence, and we know that education to be true must be for the individual. This is what will eventually distinguish our School from other Institutions, for we are supplying a need not met with heretofore. Because I dislike modern methods of Elocution, I am giving my whole time to this work of training Students to love truth, and to know that it is beauty. *ΤΟ ΚΑΛΟΚΑΓΑΤΟΝ* is inscribed above our Dwelling, and, of a truth, we who are pioneering this work are striving for good and beautiful things.

TORONTO, January 10th, 1910. EMA SCOTT RAFF, *Principal.*

Westbourne School for Girls, Toronto.

The Westbourne School for Girls was established in 1901, with the double purpose of fitting young women for practical life and preparing them for advanced Courses of academic study. It is a Residential and Day School of somewhat limited accommodation, the aim being to give the Pupils as much personal and individual attention as may be deemed necessary, or useful, to the class work of the School. The Staff of Teachers and Governesses is large in proportion to the number of pupils, and none are employed except those who have had a liberal education and professional experience.

WESTBOURNE SCHOOL, TORONTO.

While Westbourne School is non-denominational, it is Religious in spirit, and Christian in ideals of life.

The ordinary academic Course is identical with that prescribed by the Education Department for the High Schools of Ontario, ending in University Matriculation.

Provision is also made for instruction in Art, Music, Elocution, Domestic Science, and Physical Culture.

The first Principals were Miss Sara E. Dallas, Mus. Bac., and Miss Margery Curlette, B.A. In 1906 the former retired, since which time Miss Curlette has been sole Principal.

The Webb School for Young Ladies, Goderich.

One of the most telling and characteristic features in early Goderich was the "Webb School for Young Ladies." The School was kept by Mrs. Webb and her three daughters in a little Log House, beyond Longworth's Point. The education given was correct, and thorough, as far as it went. Their rules were simple and few, personal neatness and good manners being the *sine qua non*: the latter, they argued, was the outcome of a moral principle. They themselves were ladies in the true sense of the word—pure-minded, honourable, cultured gentlewomen, whose truth and sincerity their pupil world never doubted. These pupils, who are now survivors, all elderly, some aged, women, now bear, and will carry to the grave, the habits and principles then so rigidly taught. Every midsummer the Webbs gave an afternoon party to their pupils; and the garden, which was an object of general interest, made a great additional pleasure in the day. One

thing much criticized in the community was the pupils' manner of entering and leaving the School-Room. On leaving, all the pupils assembled, bags in hand, and each class, beginning with the youngest, filed before the Teachers, when the aggregate class, with one swoop, curtsied. The Ladies bowed in return; one Class passed out, the next one came, and so on, until the little Log School House was quiet. When Visitors arrived, all the Pupils rose *en masse* to receive them, but then went on with such work as engrossed them as though no one were present.

MOULTON COLLEGE FOR GIRLS, TORONTO.

The residence of the late Senator McMaster, 34 Bloor Street East, Toronto, was placed in 1888, by Mrs. McMaster, founder of the College, at the disposal of the Senate and Board of Governors of McMaster University for a Girls' School. It is situated on one of the best residential Streets of the City of Toronto, and is well adapted to the work to which it has been devoted.

MOULTON COLLEGE, TORONTO.

The College is designed to be, in the highest sense, a Christian School of Learning. The principles of government and the Courses of Study adopted by the College are in every way well fitted to secure the two-fold object of building up a Christian character and insuring thorough scholarship.

Quiet and orderly conduct, a polite and courteous demeanour, a conscientious discharge of all duties, and prompt and respectful compliance with the requirements of the Teachers, as well as with the prescribed Regulations of the School, are expected from all Students.

Permanent sittings are reserved in Bloor Street Baptist Church, where all resident Baptist Students are required to attend service on Sunday. Members of other Evangelical Denominations, however, who wish to worship in their own churches, may do so on Sunday morning. The particular places of worship are chosen by the Faculty, and students are accompanied by a Teacher. Special provision is made for Bible Study, in accordance with the general aim of the institution as a Christian School of Learning.

The closest attention is given by the Principal and Faculty to all matters affecting the health of the Students. An experienced Teacher is in charge of Physical Training. Pupils are required to take daily out-door exercise, under such supervision as may be deemed necessary.

A large and pleasant Room in the main College Building is devoted to the Library and Reading Room. The Library contains a good collection of Books of reference in every department of College work. The Reading Room is well supplied with the Daily Papers and current Periodicals and Magazines.

Special lectures are arranged, from year to year, upon various subjects interesting to the Students of the College. These lectures are intended to broaden, liberalize and improve the reading of the students and the instruction received in the class-room from their Teachers.

The Physical and Chemical Laboratories are well equipped for purposes of experiment and illustration, and students have the advantage of doing practical work under the immediate direction of the teacher, who is an Honour Graduate in Science and thoroughly familiar with approved methods.

Courses of Study.—In the Senior School the College furnishes two regular Courses of Study—the Matriculation Course and the English Course. The successful completion of either of these courses will entitle the Student to the College Diploma. In addition to this, Graduates in the Matriculation Course are given a Certificate of Matriculation by McMaster University. This Certificate will admit a student into any University in Canada. The Junior School provides full Courses of Study for those not sufficiently prepared for the Senior School. The Special Departments of Music, Art, Commercial Work and Household Science have fully organized Courses.

Provision is made also for Candidates for the Normal School Entrance Examinations of the Education Department.

The Matriculation Course can be adapted to meet the cases of any who desire to give more attention to the Languages, either Classical or Modern.

The Matriculation Course or the English Course may be completed ordinarily in four years. A fifth year Course can be arranged on consultation with the Principal.

The work of the Fifth Year, except Elocution and Chorus Singing, is taken in McMaster University.

There are two courses in Music—Vocal and Instrumental. On completion of either of these, with the required literary work, the Musical Diploma of the College will be given.

Commercial Department.—The aim of this Department is to give not only the ordinary preparation for business life, but to go much farther, and equip a student to act as a Private Secretary or to take full charge of an office. The course is especially adapted to develop the student's initiative and sense of responsibility. This course is especially recommended for those who desire a thorough commercial training, combined with subjects of general culture.

Department of Household Science.—The courses in Moulton College in this Department have been very carefully planned by experts, and in the cooking course individual equipment has been provided, so that each student has all the apparatus for the work of the course. The Junior School of Moulton College consists of a Primary Form, and a Preparatory Form which prepares for entrance into any of the regular College Courses. The subjects taught are Reading, Writing, Arithmetic, Spelling, Grammar, Composition, History, (Canadian and British),

Geography, Drawing, French, Physiology, Bible, Literature, Physical Culture, Chorus Singing. The work covered by these two Forms includes all the ordinary Public School work from the First Book to the High School Entrance. Instruction is also given in Bible, and in Chorus Singing. In the Preparatory Form Miss Moseley gives a course in conversational French, and in the Primary Form Miss James gives a very simple elementary course in French. In this department of the College the rooms are well equipped. A fine large Room has been fitted up for the Preparatory Form, and the Primary Form has been transferred to a large, sunny Room. Both Forms outgrew their Rooms during the year past. The Courses of Study are thorough and attractive.

Relation to McMaster University.—Moulton College is an Academic Department of McMaster University for Girls. The College prepares for Junior Matriculation into any University in Canada, as well as for teachers' certificates of the Education Department. An English Course and Courses in Music, Art, Household Science, and Commercial Work are also provided, and there is a Junior Department leading up to High School Entrance. The Faculty is selected by the Senate, and appointed by the Board of Governors, and the Senate prescribes the courses for study and the examinations for diplomas. The Chancellor of the University, under the Board and Senate, has responsible supervision of the administration of the College. It will be observed that one of the courses of the College leads directly to University matriculation. Many of the students, after graduating, proceed to the University, one of the conditions under which the College was founded being that the Arts and Theological classes of McMaster University should be open in perpetuity to such students of Moulton College as might be qualified to pursue University and Theological courses.

GLEN MAWR, A RESIDENTIAL AND DAY SCHOOL FOR GIRLS, TORONTO.

Glen Mawr is a commodious residential School for Girls, admirably situated on Spadina Avenue, Toronto, near the Queen's Park. It stands amongst large shade Trees, on a delightful and retired Lawn, which affords space for tennis and other Games in their respective seasons, including a Rink in Winter.

The School, established by Miss Veals in 1887, has been conducted from year to year with uninterrupted success, and is recognized through the country for its high moral tone, thoroughness in Scholastic work, and firm but gentle discipline. It takes a strong stand for the cultivation of self-restraint and the thoughtful and kindly consideration of others. Its endeavour is to exert such an influence as tends to develop and strengthen the best in each individual mind and character.

With this end in view, it aims at combining all that is most desirable in present educational methods and practice, with the refining influences of the well-regulated Home.

The Standard of work is University Matriculation, but it offers to those who prefer it an excellent general course of study in History, Literature, Science, Languages, Music, and Art.

Careful instruction is given in all grades of the Music Department, and Pupils are prepared for the preliminary and higher University Examinations in Music and Singing by leading Teachers and Professors of Toronto.

The pupils of the School attend the English Episcopalian and Presbyterian Churches, the Pupils going to the one or the other according to the expressed wish of the Parents.

The Staff of the College consists of Miss Veals, Principal. Other Teachers are: Fraulein A. M. Rahtjen, of North Germany; Professor Paul Balband, B. és L. of France; the Reverend Canon Broughall, Lecturer on the Bible. In the other Branches of study the Teachers are the Misses Edith Mairs, M.A., Margaret Munro, B.A., Louise Livingstone, B.A., Winnifred Wade, M.A., Intermediate School; Kate Brough, Junior School. House Mistress—Misses Beatrice Roberts and Kincaid. Misses Theodora Jackes, Expression; Amy Sternberg, Physical Culture; Annie Elliott, Scientific Dressmaking and Plain Sewing.

GLEN MAWR SCHOOL, TORONTO.

Music (Piano)—Messieurs Frank S. Welsman, W. O. Forsyth, J. D. Tripp, and the Misses Mary Campbell and Hendershott. Singing—Albert Ham, Mus. Doc., Dublin, and Mrs. H. W. Parker. Violin—Mr. Frank Blachford, Graduate Leipsic Conservatory, and Miss Kate Archer, Mus. Bac., Trinity College. Violoncello—Miss Enid Newcombe.

Glen Mawr numbers amongst its ex-pupils in all parts of the Dominion women of influence and usefulness, who are taking prominent places in Canada.

Wymondham House School, Toronto.

Wymondham House is a School for girls and for small boys. It was established in 1906 and incorporated in 1909.

The School is undenominational, and is intended to provide a high class education for its pupils, and to prepare them for the more advanced Schools and Colleges.

The object which the Directors have before them is the happiness of the children, as well as their moral, mental and physical development.

Six Teachers, resident and visiting, are employed.

Special facilities are provided for the study of Music, Drawing, Painting and French. Although no pupils have been received in residence, arrangements are being made for receiving them.

WYMONDHAM HOUSE SCHOOL FOR GIRLS, TORONTO.

STAFF OF THE SCHOOL.—Mrs. Wodehouse, Lady Principal; Miss Wodehouse, Vice-Principal; Miss B. G. Wodehouse, Piano; Mrs. D. Adamson and Miss Kains, Violin; Madame Hoffmann, French and German conversation.

TORONTO, 5th July, 1910. L. E. WODEHOUSE, *Principal.*

SCHOOL OF THE SISTERS OF THE CHURCH, TORONTO.

This School was started in 1891 by a staff of Sisters of the Church sent out from London, England, by the Community known as the "Sisters of the Church."

The aim of the Sisters is to provide definite Religious teaching for children of all classes, combined with thorough Secular education.

In Canada the Sisters felt there was a great opening for their work, and the results during the past fifteen years have amply shown this to be the case. The School has so increased in numbers that several moves have been necessary. In September, 1908, the Sisters secured a large modern Building with beautiful Garden in one of the best and healthiest parts of the City, at the corner of Walmer Road and Lowther Avenue.

A limited number of Boarders are taken, over whom the Sisters exercise a direct and constant supervision. They endeavour to educate those committed to their care morally, intellectually and physically.

The Religious training of the pupils is strictly in accordance with the Book of Common Prayer. Besides the regular Church Services on Sunday, the Boarders are required to attend daily Morning and Evening Prayers in Chapel, corresponding to ordinary family Devotion. School is also opened and closed with a short form of Prayer.

The number being limited, and the children growing up together, the home life is an essential feature of the School. The house is well warmed and ventilated, bedrooms large and airy, each girl has a separate bed, elder ones cubicles. The Sisters give personal attention to the health, bathing, etcetera, of the children. Good plain food is plentifully provided. Outdoor exercise and recreation is a special feature of the School. There is a good garden and playground.

The School Year is divided into four terms, beginning about September 7th, November 16th, February 9th, April 20th.

Pupils desiring to take up Extra Subjects only may do so on payment of special fees.

Parents or Guardians are requested to give a term's notice before removing their children from the school.

No pupil will be allowed to return to the School on recovery from any infectious disease, or to attend the School from a house in which there is, or has been, infectious disease, without a certificate from a Medical man that she is free from infection.

As early as possible, in every Term, an account of the fees due will be sent to the parent or guardian of each pupil, on receipt of which immediate payment is requested. Pupils may enter at any time, and fees are charged for balance of term. After that no reduction is made except for prolonged sickness, when the loss is borne equally by parents and school. The Head Mistress will be glad to receive parents who may wish to see her, during the Term, between the hours of 2 and 4 on Friday afternoons.

The telephone may not be used by pupils, neither may they receive messages by it except in cases of real necessity.

The regular school course in senior school includes the Bible, English, French, German, Latin, Mathematics, Geometry, Elementary Drawing and Painting, Class Singing, Needlework.

Extras.—Instrumental Music, Singing, Elocution, Painting, Advanced Drawing, Dancing, Fancy Needlework, Physical Culture, Greek.

Pupils prepared for Government and Musical Examinations.

Small boys are taken in Kindergarten only.

Balmy Beach College and School of Music and Art, Toronto.

Balmy Beach College and School of Music and Art was organized and founded in the year 1907 by the Reverend Doctor and Mrs. A. C. Courtice. It was opened as a Private Day School for Boys and Girls, taking the regular Public School work from Kindergarten to High School. Also for the special departments of Music, Art, Physical Culture and Expression and the Commercial branches. The growth of population in the east side of the city and the genuine work done in the school

necessitated an expansion on Beach Avenue, and additional property was purchased at the end of the first year, and an addition was made, so as to accommodate a larger number of Day pupils, for Boys and Girls, and a limited number of Girls as resident pupils. Doctor and Mrs. Courtice had for their object a desire to supply the best instruction at the smallest cost, and to inspire in this community of young people a desire for genuine physical, mental and moral culture. The number of resident pupils must be limited, so as to preserve the home atmosphere and to give the individual oversight necessary to the all-round development of young Girls.

After Doctor Courtice's death, in 1908, Mrs. Courtice became Directress of the College, and, with an efficient staff of teachers, the School has continued to increase in numbers and influence.

Out of the association of Patrons and Teachers of the School has grown an organization known as the "Culture Club," which has for its object the study of Child Nature and the cultivation of those forces which make for citizenship.

Mrs. Courtice believes that Teachers and Parents should, personally and actively, seek to co-operate with each other in the promotion of the Physical, Mental and Moral development of the youthful members of the community.

DEMILL LADIES' COLLEGE, ST. CATHARINES.

This College, under the management and control of the Reverend A. B. Demill, is well situated in the City of St. Catharines. The Building is large and commodious, and supplied with various modern improvements. The College is non-denominational, but every effort is made to surround the students with the highest moral and religious associations.

Course of Study.—There are two Courses in the College: the Preparatory, covering two years, in which the subjects of study are entirely English; the Collegiate, covering three years, in which the instruction is of the highest academic nature. The Music and the Art Departments are under the supervision of competent Teachers.

Course in Music.—Pupils desiring to graduate are required to pass an entrance examination. The Course extends over two years and embraces the following Studies: Pianoforte, Organ, Harmony and Musical Form. The examinations for graduating pupils are conducted by outside Examiners. A successful examination at the end of the full Course will entitle the pupil to a Diploma.

Art Department.—The Course embraces the elementary principles and rules of Drawing as applied to both Pencil and Crayon. Special attention is paid to instruction in Oil Painting, Ornamental Painting on China, Glass, Wood, Brass, Satin and Plush. Sketching from Nature is a prominent feature of the Course in this Department.

Elocution.—Semi-weekly Lessons in Elocution are given by a thoroughly competent Teacher. Careful attention is given to Vocal Culture and an effort is made so that an easy and natural style of Reading and Speaking may be acquired.

Honours.—Satisfactory examinations in the Course will entitle the Students to the Degree of "Mistress of Liberal Arts." When the Examinations are confined to the English branches the Students will receive the Degree of "Mistress of English Literature."

Library, Etcetera.—The Library and the Reading Room are well equipped, and a Museum is in course of formation.

St. Joseph's Academy, Toronto.

St. Joseph's Academy, Boarding and Day School for Young Ladies, was established in 1854 by the Congregation of the Sisters of St. Joseph, who in the year 1851 made the first Canadian foundation of their Order, at the invitation of the second Right Reverend Bishop of Toronto, the Count Armand de Charbonnel.

The Course of Instruction in this Academy embraces every branch suitable for the education of young ladies.

In the Collegiate Course pupils are prepared for University Honours, for Senior and Junior Matriculation, and for Senior and Junior Teachers' Certificates. The numbers of Pupils who have succeeded in obtaining these Honours and Certificates in past years testify to the thoroughness and efficiency of the work done in the Academy.

In the Academic Course special attention is paid to Modern Languages, Music, Art, Elocution, and Needlework. In this Department students are prepared for the Music Examinations of Toronto University.

In the Commercial Course pupils are prepared for Commercial Certificates and for Diplomas in Stenography and Typewriting.

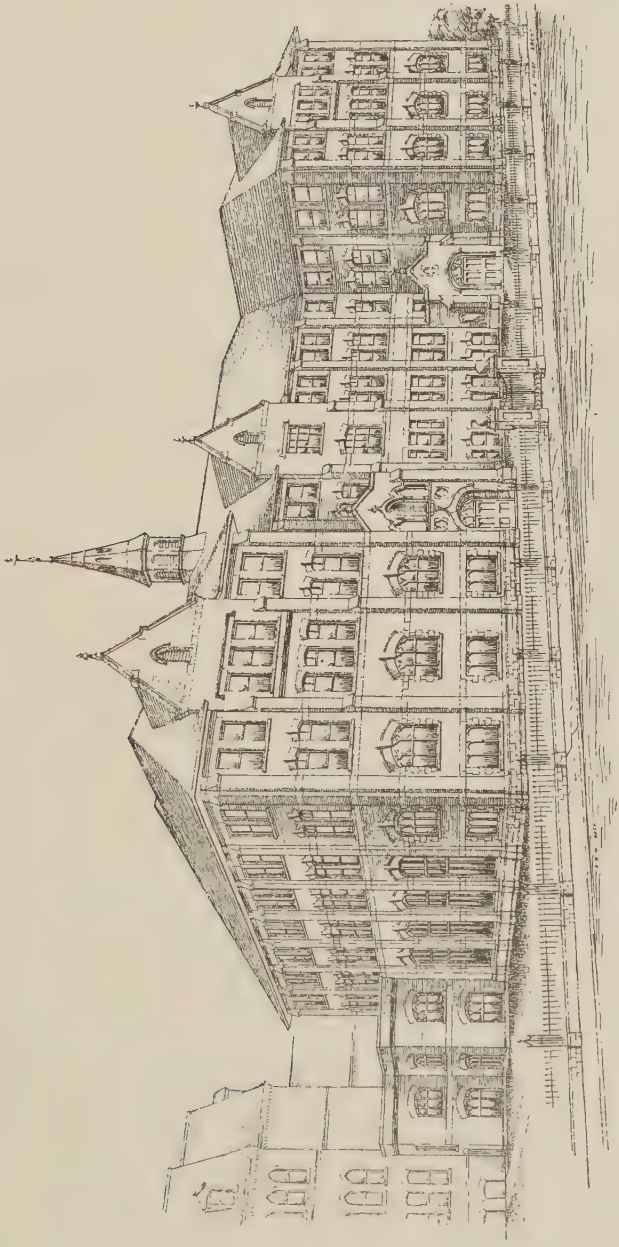
This Superior educational Institution is pleasantly situated near the Queen's Park, in the neighborhood of Toronto University, St. Michael's College, and the Parliament Buildings. The presence of the many seats of learning in its immediate vicinity proves that the locality has superior advantages. The extensive recreation Grounds of the Academy, with shady groves and pleasant walks, afford delightful resorts for the Pupils during leisure hours.

Exteriorly the architectural beauty of the Academy is in perfect harmony with the noble work to which it is dedicated. The interior, also, is most admirably adapted for educational purposes. The Study Halls and Class Rooms, which are large, well ventilated and cheerful, are well supplied with the necessary School Apparatus. The Music Hall, into which twenty distinct Music Rooms open, is considered a perfect design for elegance and convenience. The Studio, adorned as it is with superior Drawings and Paintings, cannot but excite the youthful mind to a love for the beautiful in nature and art. The private Rooms and Dormitories, with their neat and comfortable alcoves, are pronounced among the finest in the Country. The new Auditorium has few, if any, rivals amongst the private Schools of Ontario.

Special attention is paid to this, the most important branch of Religious education. In addition to the daily classes in Christian Doctrine, general instruction is given once a week by a Reverend Doctor of Theology, at which all Roman Catholic Pupils are obliged to attend.

The object aimed at in the Conventual system of education is to implant the principles of virtue and Religion, whilst developing the intellectual powers of the youthful mind. At all times the Pupils are under the surveillance of the Sisters, and Parents know that the utmost care and attention are given to the physical comfort and moral training of the pupils placed in the Academy. Particular attention is paid to ladylike deportment. The health of the pupils is an object of earnest solicitude. Official reports of each pupil regarding her deportment, class standing, progress, etcetera, are forwarded monthly to Parents and Guardians. References are required from pupils on entering the Academy. Pupils are required to write to their Parents, or Guardians, at least once a week.

The Scholastic Year is divided into two sessions of five months each, the first commencing on the first Tuesday in September; the second on the first of February. Vacation is allowed at Christmas, from December the twenty-third to



ST. JOSEPH'S ACADEMY, TORONTO.

January the seventh. Sundays and Wednesdays, from three o'clock till five p.m., are the appointed Visiting days. Pupils whose Parents reside in the City are allowed to visit their Homes once a month.

Promotions to Higher Forms are made on the basis of excellence in Class work during the Scholastic year, together with the obtaining of the required percentage in examination subjects. Among the especially prized Honours of the Academy are the Papal Medal for Christian Doctrine and Church History and the Governor-General's Medal for English Literature.

St. Joseph's Academy, Lindsay.

The St. Joseph's Academy was founded in 1874, by the late Reverend Michael Stafford, whose zeal in the cause of education was a stimulus to the Roman Catholics of Ontario. The handsome Building, which he had erected at a cost of $60,000, contains a Separate School for Girls, and a Young Ladies' Academy and Boarding School. The interior is well adapted for educational purposes, and contains well-equipped Class Rooms, Music Rooms, Studio, Laboratory, and Library.

It was first placed under the charge of the Ladies of Loretto. In 1883, shortly after the death of the Reverend Mr. Stafford, it was totally destroyed by fire, but was rebuilt on the original plan by the late lamented Monsieur Laurent. In 1890, the Sisters of Loretto withdrew, and the charge was given to the Sisters of St. Joseph, who, since that time, have carried on the work with equal zeal and success.

Throughout its history the institution has done excellent work, and the record of its Students has been gratifying. The Religious order in charge has ever striven to attain the end so dear to its founder—the proper training of mind and heart, the formation of the true Christian woman.

The following description of the Academy is from the Lindsay *Canadian Post*:

In the Academy just opened by the Ladies of Loretto for the education of young ladies, Lindsay can justly boast of having one of the finest of the kind in the Province, in the complete and tasteful equipment of the spacious Building that has just been erected. This handsome edifice has been erected from plans prepared by Mr. William Duffus, Architect of this Town, under the direction of the Reverend Mr. Stafford. Great care has been displayed in providing every requisite for the health and comfort of the inmates; and that vexed question of Ventilation has been solved by simple and efficient machinery. The Hall divides the main Building into two portions—the eastern being devoted to instruction and the western mainly reserved for the Residents. The room is decorated with an admirable series of two hundred and thirteen Object Lessons; each giving a very careful representation of some member of the Animal kingdom with a few lines of descriptive or explanatory letter press. No better method could be devised of imparting a knowledge of the important, or wonderful, or curious, among the Birds, or Beasts, or Fishes. Ascending to the second Storey of the Academy are the Class Rooms for the young ladies,—two spacious apartments also supplied with all the most modern and approved appliances for objective teaching—a terrestrial Globe, an admirable series of Astronomical Charts, with Charts showing the Climatology of the Earth—Mountains, Animal ranges, and also historical and Biblical Charts. In the north-eastern room are Johnson's illustrated series of Object Lessons in Natural History, Physics, etcetera. The educational facilities of the Institution are of the best; nothing, indeed, has been spared to render the Studies clear and pleasing and attractive, as, indeed must be the objective method of teaching with first-class Apparatus, as compared with the old plan of memorizing abstract definitions.

Perhaps the most distinctive feature of the Building is the system of Ventilation, which is much nearer perfection than any yet devised. From the basement two large

iron Shafts are carried up to the roof, and enclosed in a brick wall, so as to allow considerable space around the Shaft. Numerous Registers near the floor and near the ceiling in each Room communicate more or less directly with these Shafts. The same principle is carried out independently in Rooms not connected with the Shafts, and in the Wings. In the Basement is simple yet powerful machinery for controlling the air supply. Here also are two large Furnaces. A portion of the heat from the Furnace goes up the long Shafts, which also enclose the Smoke-pipe, and the air in the Shaft being rarefied ascends, the air from the different Rooms rushes in, and its place is taken by fresh air. Thus the respirated air is regularly drawn off and a pure supply brought in so quietly that there are no drafts felt in the room, and there is no possibility of catching cold from an open window. Both in the heating and ventilating arrangements the quantity can be regulated to the nicest shade. Every Room is provided with a Thermometer; and the mercury is kept at 60°; a temperature that, with the excellent supply of pure, fresh air, is mild and agreeable. Each Class Room is designed to accommodate about fifty Pupils—and no more—but if the Rooms were packed to "their utmost capacity," the air supply would maintain an atmosphere as pure and fresh as ever. The ventilating system of this Building is the same as that in the New Normal School at Ottawa.

The Building complete costs about $30,000; and with Outbuildings, Grounds and Fencing will cost about $50,000. The dimensions are:—Main Building, 34 feet by 50 feet; extension, 30 feet by 41 feet; Laundry and Storehouse, two storeys high, 25 feet by 50 feet.

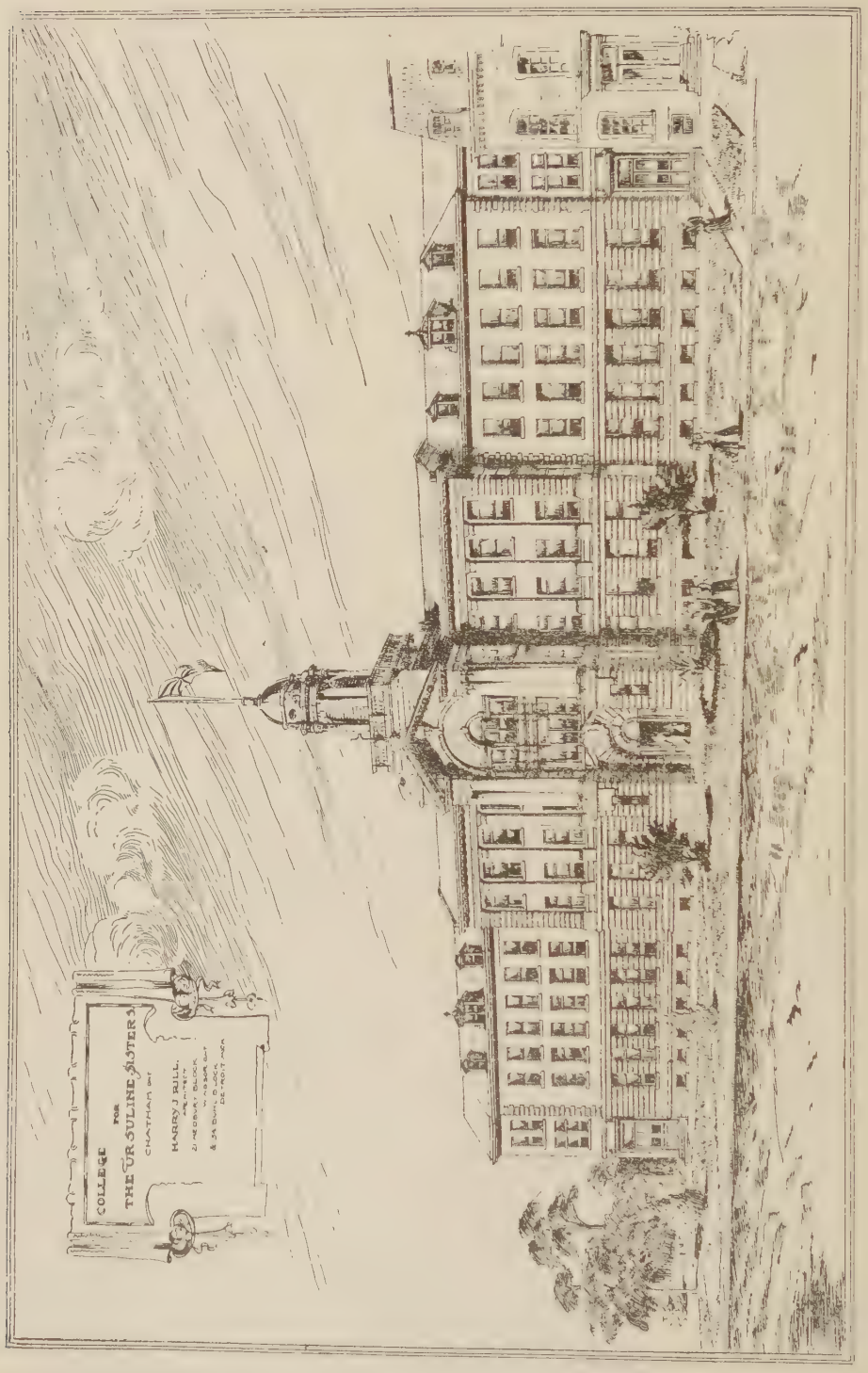
URSULINE COLLEGE, "THE PINES," FOR YOUNG LADIES, CHATHAM.

The Ursuline College, Chatham, is a handsome four storey Brick Building. It stands in spacious and beautiful Grounds on Grand Avenue, enclosed with a very fine wrought Iron Fence and Gates. It was erected in 1870, at a cost of $20,000, and in 1885 an additional wing was added, and subsequently a very beautiful Gothic Chapel. The whole property is worth $100,000. Here every department of primary and secondary education is carried on, besides the fine arts, in Music, Painting, and Fine Needlework.

By special Act of the Dominion Legislature, dated August the 15th, 1866, the Ursuline College of "The Pines," at Chatham, Ontario, was incorporated as an Institution for the higher education of young ladies, and for forty-four years has held a leading place among the Schools of Western Ontario. It is a recognized institution for the acquirement of all standard Courses in Sciences and Arts, and its certificates admit to any of the High Schools, Normal Schools, Faculties of Education, and Universities of Canada and the United States. Its School of Music is affiliated with the Toronto Conservatory of Music, and its Music Students are eligible for the titles of Associate, or Fellow, of the Toronto Conservatory, or Bachelor of Music of the Toronto University.

The College is situated on Grand Avenue, within easy reach from any part of the City, and yet sufficiently far removed from the business sections to secure that quiet and privacy so requisite for studious pursuits, and so conducive to the tranquil development of mind and body.

The College has in front of it a fine, ornamental Lawn, and on the east side a beautiful pine Grove, which gives it the historic name of "The Pines." The main section of the College contains the Parlors, Art studios, Library, Museum, Refectories, Recreation Halls, Dormitories, and Infirmaries, besides the Class Rooms and Offices of the Business School. The south-west portion of the Building comprises St. Cecilia's Hall—a spacious Music, or Lecture, Auditorium. The



URSULINE COLLEGE, CHATHAM.

Sleeping Apartments and private Rooms are on the upper floors. On the north-east side of the Main Building is the Chapel of the Holy Family. The north wing is reserved for the use of the Sisters.

The Buildings are still in course of enlargement, two new sections having been completed during the past year, and devoted to the College Classes and the School of Music respectively. The College is well lighted throughout by electricity and heated by steam,—all wiring and piping being concealed between the walls. Fire-proof partitions and metal ceilings afford assurance of safety, while porcelain Drinking Fountains and Lavatories finished in marble and tile ensure sanitary precautions. The Class Rooms are large and airy, well ventilated by the indirect system, and bright with sunshine from early morning until well on in the afternoon. They are furnished with adjustable Harvard Desks in solid oak, and supplied with the newest and most convenient accessories, such as reversible windows, adjustable blinds, slate Blackboards, etcetera.

The Science Room is of special interest. It contains handsome Cabinets, working and demonstration Tables, and the complete equipment for all the experimental work involved in the College Courses. The perfection of this department is the result of visits to some of the leading Schools and Universities of Canada and the United States, and of much laborious correspondence on the part of the College Faculty; and neither trouble nor expense has been spared to make it perfect of its kind.

The Libraries are varied and extensive, including works by the best Authors upon every conceivable topic that could be of interest, or profit, to a student. The Botanical, Ornithological and Mineralogical collections are particularly interesting and complete. The Museum contains also some valuable Indian collections, representing the Stone Age, Concological and Numismatic Collections, cabinets of old China and Pottery, rare products of various Countries, and numerous other miscellaneous curios.

Twenty acres of the College Grounds are reserved for purposes of Games and other amusements. A fine double square of Lawn, facing the north-west entrance, is bordered by a nine-foot wide granolithic Pavement, which ensures comfortable pedestrian exercise, even in the most inclement weather. The Walks are lined with shade Trees and Seats. There are Tennis courts, Croquet lawns, Baseball and Basketball courts, and also a large open Field for miscellaneous athletic sports. Open air Rinks, Sleighing courses, and Toboggan slides afford healthful Winter exercise.

Great care is taken that the food supplied to the students is always of the best quality, wholesome and well prepared. The College Gardens and Orchards provide fresh vegetables and fruits in season, and a Dairy furnishes the best of milk and butter to the table.

The discipline of the College is founded on a due admixture of gentleness and firmness, the aim being to establish the most cordial relations between the Students and their Preceptors, that the latter may exercise over the former a truly maternal influence, and that the Students may feel disposed on all occasions, and with the greatest confidence, to appeal for help and advice to those who are entrusted with their guidance. Great attention is devoted to Physical Culture, Domestic Science, and the social deportment of the young ladies.

The Courses of Study provided by the College are as follows:

I. The Preparatory, embracing all the elementary and Entrance to High School Courses, and admitting to the Academic Grade.

II. The Academic, including the lower Forms of High Schools, and the Entrance to Model School Courses, and also admitting to the Collegiate. The first year of this Course also admits to the Business School.

III. The Collegiate, including the Entrance to Normal Schools, Entrance to the Faculties of Education, Pass and Honour Matriculation Courses, and ensuring a practical knowledge of Classics, Moderns, Mathematics, and Science.

IV. The Business School, embracing a thorough course in Bookkeeping and Business Practice, Penmanship, Commercial Arithmetic, Commercial Law, Business Correspondence, Typewriting, and Stenography.

V. The School of Music, affiliated with the Toronto Conservatory, and affording the same Courses in instrumental, vocal, and theoretical Music.

VI. The School of Art, offering every facility for the mastery of the various branches of Drawing, Designing, Modelling, and Painting.

VII. The School of Expression, in which the most advanced methods are applied to the production of the finest results in the art of Reading.

VIII. Domestic Science Department is under the control of a Specialist. This subject is obligatory on all the Students of the College, but the Courses may also be taken independently of other subjects, and may be much extended by those who wish to make a special study of Household Science.

Loretto Abbey, Toronto.

The Institute, of which this Abbey, (founded in 1847)—the Mother House in Canada—is a branch, is of ancient origin, and has been for more than two centuries devoted to the instruction of youth. The Mother House was first established in Rome, whence it was transferred to Munich. From this latter city, about 1683, Houses were established in Hammersmith and York, England. In the early part of this century, (1822), the Community established a House at Rathfarnham, near Dublin. To this first Irish foundation the Mother Superior gave the name of "Loretto," from the House of Nazareth now at Loretto, in Italy. Hence all filiations from the Irish Mother House have carried that name with them.

Loretto Convent, Hamilton.

This Academy for Young Ladies, directed by the Ladies of Loretto, was established in 1865. It is situated on elevated ground (Mount St. Mary) in the western part of the City, and commands a view of Lake Ontario, Burlington Bay, and the broken range of Mountains which extends through this part of Canada. The Grounds are extensive and ornamented with Shrubs and Trees. The Course of Study is similar to that of the other Loretto Convents.

Loretto Convent, Guelph.

This Institution was established in 1856. It has five departments of Study, and the length of the course extends to seven years.

Loretto Convent, Stratford.

This Convent was established in 1879. Its annual income is $3,000.

Note.—Besides these Colleges and Schools for Young Ladies, there are many very superior private schools for the education of Young Ladies in Toronto and other places in Ontario noted elsewhere in this volume.

LORETTO ACADEMY, NIAGARA FALLS.

This Institution is beautifully situated on a high and healthy location, overlooking the Falls on the Canadian side, and stands unrivalled for the fine and extensive view it affords of the wondrous Cataract of Niagara, its Rapids and Islands. This advantage of Site has brought to the Academy numerous distinguished visitors, among them, the present King of England, George V., who, with his distinguished Consort, Queen Mary, visited the Convent in 1901, and had his visit commemorated by the presentation of a Bronze Medal annually by the Governor-General of Canada. This Prize has been fitly awarded for English

LORETTO ACADEMY, NIAGARA FALLS.

Literature; and students from the United States eagerly compete with their Canadian sisters for the much coveted honour. The course of Studies is most liberal, and its thoroughness is as fully recognized in the United States as in Canada. The intention of the Donor of the land on which the Academy stands was that an Institution should be erected there which would meet the requirements of Pupils of every age, and this has been fully recognized by the Ladies of Loretto.

LORETTO ACADEMY, BELLEVILLE.

This Seminary was established at a cost of $20,000. Its annual income is about $4,000. The course extends to eight years, and is similar to that of the other Loretto Convents. The number of students and pupils is 155.